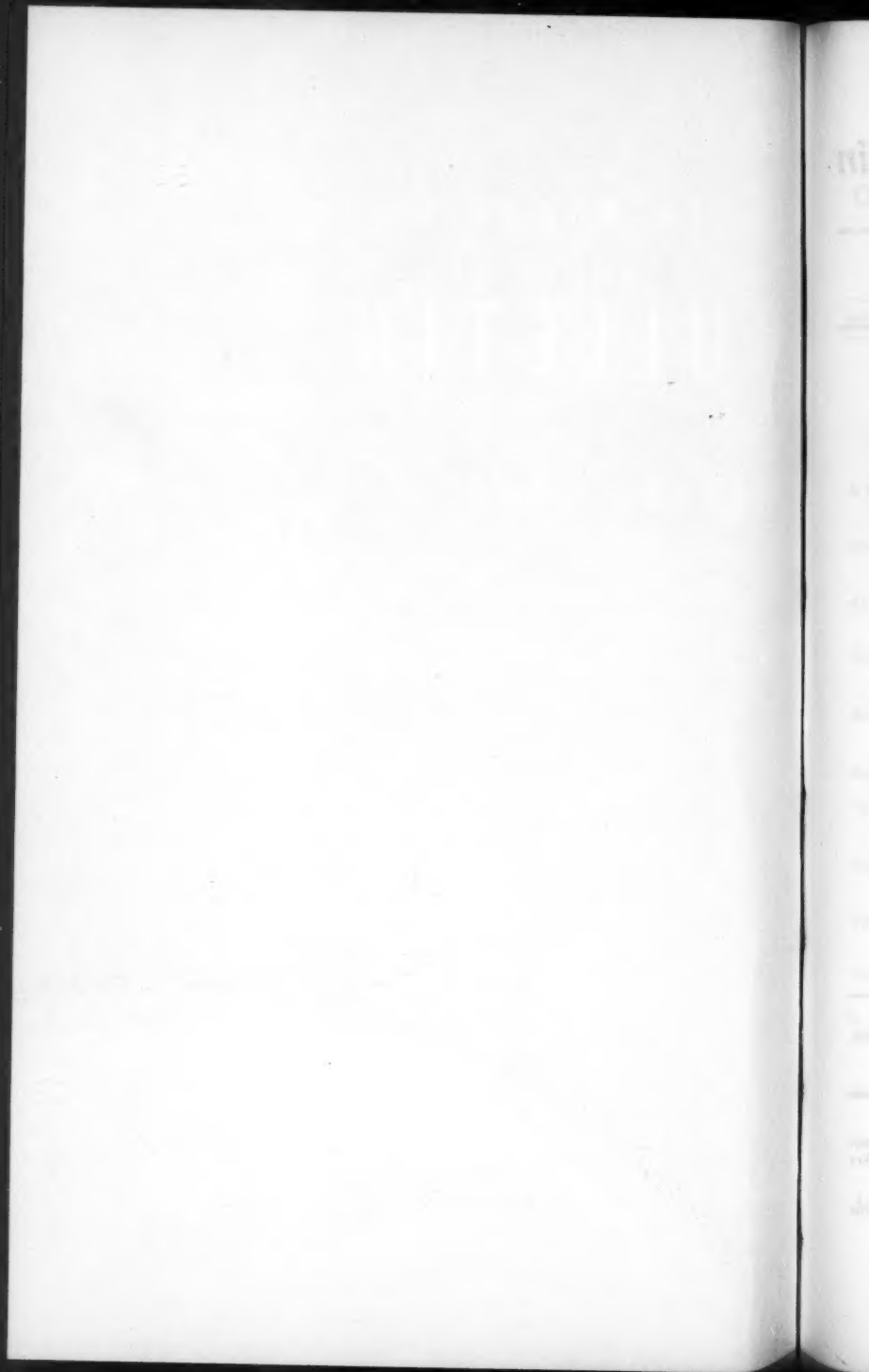


The  
Delta Kappa Gamma

# BULLETIN

Winter 1954





# THE DELTA KAPPA GAMMA

# *Bulletin*

WINTER • 1954

*The illustrations in this number are again furnished by Mr. R. M. Williamson of Austin, and are intended to be suggestive of the wide variety of educational interests which our members possess. There is no area of educational work which our members have not entered.*

THE DELTA KAPPA GAMMA SOCIETY  
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Mrs. Sarah C. Caldwell, who is responsible for the penetrating analysis of the meeting of WCOTP in Oxford last summer, is known all over this country because of her wide and competent service to teachers and children. She was president of the National Classroom Teachers organization; she served as NEA President with competence, dignity, and charm. She has been a member of the United States Commission of UNESCO; she has served long and well on the Educational Policies Commission, and at the moment is the distinguished Chairman of that Commission. She is a life member of the Beta Mu Chapter in Akron, Ohio, and teaches science in the high school there.

Sarah M. Holbrook retired from her position as Professor of Psychology at the University of Vermont some years ago. No one has ever seen a busier retired teacher, however, than Sarah Holbrook. She is Clinical Psychologist for the Vermont Child Guidance Clinics working under the Department of Health. She has served as Chairman of the Mental Health Commission of the Vermont Parents and Teachers. She acts as President of the Board of Directors of the Burlington Community Center and is a member of the Budget Committee of the Burlington Community Chest. Most recently she has been appointed as a member of the Board of the new school in Burlington which is a school for retarded children. She is a member of the Alpha Chapter in Vermont. She is a person vitally interested in people and events and with all a most interesting personality herself.

Miss Eleanor North is Professor of English, Shakespeare, and World Literature at Berry College, Mount Berry, Georgia. Her services to education do not end with her teaching, however, because she frequently conducts groups of students on trips abroad. The spiritual values of such experiences are the things that Miss North craves for her students and her idea about them dominates this article. She was a Founder in the state of Ohio.

When we first knew Hildred Schuell she was the recipient of the Berneta Minkwitz Scholarship given by Delta Kappa Gamma. At the University of Iowa where she did the work for her doctorate she made a distinguished record. She returned to teaching in her former position for a

time, but several changes have occurred in her life since then. She distinguished herself and added honor to the Society by her brochure on *Differences Which Matter: A Study of Boys and Girls*. At the moment Dr. Schuell is Director of the Aphasia Division, Neurology Service, in the Minneapolis Veterans Administration Hospital. She is Clinical Instructor in Neurology at the University of Minnesota, and Associate Editor of the *Journal of Speech and Hearing Disorders*. She has been a guest lecturer at the University of Iowa, University of Michigan, University of Kansas Medical School, University of Minnesota, and an instructor in the American Academy of Neurology. She is a member of the Alpha Chapter in Minneapolis, Minnesota.

Kathleen N. Lardie is Manager of Station WDTR in Detroit, Michigan. This station presents a hundred programs per week for classrooms and the general public. Mrs. Lardie is Director of Radio and Television for the Detroit Public Schools and an instructor of Utilization of Radio and Television in the Classroom at Wayne University. Mrs. Lardie is doing a pioneer piece of work in educational television and has given careful study to the types of programs best suited for educational purposes and the community resources available in all areas. She is a member of the Alpha Chapter of Michigan.

Caroline J. Trommer, whose delightful first article on "Boston, Proud and State-ly," was featured in the Fall number of the *Bulletin*, is a member of the faculty of State Teachers College of Boston. She has promised two more articles to round out the series that will give to those members who plan to come to Boston the kind of literary and historical perspective they will need to enjoy it all. Miss Trommer, in addition to all her other activities, manages to find time to edit the *Boston Teachers News Letter*. She is a member of the Gamma Chapter of Massachusetts.

Dr. Elizabeth Warren is Professor of History at the Michigan State Normal College in Ypsilanti. At present she is Second Vice-President of Alpha Iota State. She is a member of the Beta Chapter of her state. You will agree that she certainly makes a good emissary for us abroad.



# A RETURN TRIP

GRACE M. CONZETT



**I**T SEEMED the most natural thing in the world for Lisa and me to decide late one night that I would spend the following summer in Germany to see and know her country as she was coming to understand my country. We had developed one of those special friendships which are based upon a compatability hard to explain. I helped her with American slang and in return she coached me in the only German phrase I knew, which was "Du hast ein fögel" ("You have a bird in your head"). It may seem strange, but that little phrase given with a smile opened the door to many friendships and a lot of good humor.

Other members of Delta Kappa Gamma felt drawn to Lisa, too, for I found the statement, "We loved her and we felt that she loved us," included in an evaluation which Chi State, Delta Kappa Gamma made following Lisa Stüring's eight-month stay in California as our

UNESCO Fellow. This four-page evaluation must be a great satisfaction to our Chi State UNESCO chairman who made the arrangements which finally resulted in the arrival of Lisa from Bremen, Germany. Through careful planning on the part of our state committee a flexible program had been worked out which our later evaluations indicated gave valuable experiences to our visitor and to our own members.

I had the thrill of a lifetime when I found Lisa waiting for me at the Bremen Airport on that hot day in June 1953. She looked chic in her grey suit, and her Delta Kappa Gamma pin shone brightly over her heart for she had become a member of Lambda Chapter while in California.

Perhaps the thing which struck me most was her trim figure. While in America she had made a most successful effort to understand and practice good nutrition. The usual

German diet is much too heavy in starches. Many times during my stay I was to hear her explain the need for better nutritional balance and how salads could be made from local fruits and vegetables. I'm certain that if we lacked refrigerators and had to shop each day for vegetables, meat or milk, we might find it difficult to keep our diets as adequate as we do. There were a few electric refrigerators on display, but no form of refrigeration existed in any of the homes in which I was entertained.

The basic structure of the German school system remains the same as before Hitler with a distinction in the education of children for universities and those who will work in trades. The very latest in trade schools was being completed in Bremen at the time I was there. The head of the Vocational Department was most concerned that after leaving the equivalent of our eighth grade, the German children who entered trade school were trained only for a specific skill and not for general citizenship.

**THE** schools of Bremen are among the leaders in German education and I realized that in many ways I was seeing the more forward-looking teachers at work. I came away feeling that concern for children was gradually taking the place of concern for drill on subject matter.

There exists in Germany a real teacher shortage and often one finds a refugee from the east zone

teaching and at the same time attending courses to clear his teaching credential. In addition, many of the regular teachers, like Lisa, lost all their personal belongings during the war and find their low salaries barely enough for subsistence. Somehow, I was reminded of our own schools and school problems of about thirty years ago.

Lisa Stüring is justifying Chi State's belief in her. She has remained as principal of a Junior High School in a less privileged neighborhood even though she might have taken one of the newer schools. Her school faculty is composed of teachers of all ages and varied experiences, but under Lisa's democratic leadership they do meet and discuss common problems. Decisions are made by the staff and not by the principal. In turn the teachers are becoming more democratic in dealing with the children.

How can I write about Sonnenberg, for it needs to be experienced. I spent ten days as a member of an international meeting of school people from Norway, Sweden, Denmark, Holland, Switzerland, and Germany, and none other than myself from America. The German teachers' union invites and pays expenses for educators from other countries. The meeting is held in the Harz Mountains within sight of the Russian-occupied zone of Germany. A German school superintendent initiated the meetings in 1949 with the feeling that if teachers of the world could become acquainted that understanding would grow. "We are made all brothers,

so let us come together." Among the guests of the German teachers were Norwegian teachers who had suffered greatly under the Nazis but were big enough to come into Germany and meet as friends. A Hollander came with the thanks of his country for the help given the Netherlands during the recent flood. A Swiss teacher showed a film of a little school high in the Alps where the headmaster hangs out the flag if he considers the weather right for the children to ski to school. This same Swiss teacher received good natured teasing for a speech in which democracy was extolled, and yet admitted that in Switzerland women could not vote.

**I**T was at Sonnenberg that I heard of the problems created by the teenagers coming from behind the Iron Curtain. These young people had experienced first Hitlerism and then Stalinism. Now came the problem of helping them gain perspective in a country which must struggle to feed, clothe, and find an occupation for them. The whole refugee problem began to take on more meaning as I heard the stories not only of the government worker but of the six people from Berlin who attended the meeting.

A visit to the boundary between west and east Germany added to my appreciation of a barbed wire

fence drawn through the center of a country. The forest had been cut away and a no-man's land created. We were warned not to approach the wire too closely for guards on the other side might shoot. I am certain this was not an idle warning.

At Sonnenberg the mornings and evenings were devoted to speeches and discussions; the afternoons were saved for walks through the beautiful Harz Forest. As an American I was not supposed to be able to walk so I was a source of glee as we marched along. Believe me, there is a real responsibility to being an American in such a mixed group. Many spoke some English and with those who didn't, I got along with a mixture of signs, French, and my meager German. Our attempts at communication often were as good as though we really spoke the language.

A new Sonnenberg Home was dedicated in September. It is the fond hope of Walter Schulze, the founder of the movement, that in 1954 an American Sonnenberg will be held in the new building. It would be good if some Delta Kappa Gamma members could attend.

I came home with the feeling that there is a great hope for the future. The Europeans I met were glad for the help they had received, but also recognized that they had a major responsibility for the rebuilding of human relationships.



## Change Here for All Points

MAZIE HALL

**P**HILOSOPHERS tell us that the only thing to which we can look forward with certainty is change. If that is true, the knowledge impels us to try to teach adaptability, resourcefulness, and open-mindedness to our pupils as a preparation for the future. In examining these goals of instruction, one is startled by the fact that they underlie successful teaching itself. In other words, teachers have learned resourcefulness, adaptability, and open-mindedness as by-products of their profession.

Anyone whose teaching experience goes back as much as twenty years can surely see the need for adaptability. Consider the diverse personalities encountered by a teacher in two decades. No matter where she teaches, nor on what

level—kindergarten or college—she works with the timid, the truculent, the brilliant, the dull, the aggressive, the shy, the articulate, the dumb. A complete list of personalities would fill a city directory. With all these she must reach some sort of understanding. She must win their acceptance and respect. Great as this task is, it does not tell the whole story. For there are the parents of these children lurking in the background. The P.T.A. calls for considerable adaptability. Mrs. Upright frowns upon any laxity and wants her child held to a strict routine. Mrs. Easygoer wants her child to have a good time and sees no harm in his childish prank of putting soap in all the keyholes and releasing a brace of grasshoppers in the principal's desk.

Nor is this the end of her task. There are her administrative officers, superintendent, supervisors, principal. To all these she must adapt herself as gracefully as possible. But consider further. There are theories and programs and plans which call for further adaptability. In retrospect, certain phrases stand out like buoys around which the tides of controversy have swept: "free activity," "self-motivation," "activity program," "project method," "self expression," "frame of reference," "the whole child." To these and scores of others the teacher must adapt herself. Not all teachers succeed in such an attempt. Who could? A chameleon would get dizzy trying to make all the changes in coloration which teachers are expected to make without batting an eye.

**LET** us consider the matter of resourcefulness. Were you ever introduced to a room full of pupils ranging in age from six to sixteen, handed a piece of chalk, an eraser, a cracked blackboard, and told to go ahead and teach? Robinson Crusoe on his lonely island was not more utterly thrown upon his own resources. Do you recall how you began to improvise, finding what each child could contribute to the good of all? What pathetic makeshifts there were! Empty boxes that served as lockers, spools, string, paper bags, meat skewers, empty milk bottles, old calendars, card-board, orange crates, telephone books, newspapers, etc., etc.! You found a use for anything from bed

springs to an ant hill. Even more astonishing was the demand for new ideas. This child couldn't see fractions until you took a tangerine to pieces and showed him nature's fractional parts. That child couldn't learn geography until you went out on the playground and made the continents in the wet clay soil. This child couldn't spell until you shook the letters out of a box like dice and made words as they fell. Sometimes you couldn't find the way and you felt like the impotent man by the Pool of Siloam waiting for the angel to trouble the waters. But in an astonishing number of cases you hit on the right thing. You didn't go by any book nor did you disdain any lead. It was ingenuity, resourcefulness, and prayer.

Discipline (that old-fashioned word) called for even greater resourcefulness. You acquired a sense of timing which told you when trouble was brewing. Then you would suggest a play period or a drawing period or a ball game. You used that device of choosing trouble-makers as your assistants. A firm shake of the head for one offender, a hand on the shoulder for another, or a word of praise for a third, and sometimes a clean-up job as a well-deserved punishment for the wrong-doer, these and many more were your stock.

Open-mindedness is often extolled unwisely. As President Neilson of Smith College said, "It is wise to have an open mind, but not so open that your brains fall out." The word in vogue just now

is *accept*. A teacher must accept her pupils, or she must accept certain conditions. The word seems much too passive for such uses. Does one accept a flood? No, you control it, divert it, channel it. Ultimately, you try to understand it! In the course of a semester, a teacher may encounter situations of the deepest tragedy or the most hilarious comedy. She may deal with the irrational, the superstitious, the profound, the anarchistic, the saintly, the dull, the imaginative. She must keep on an even keel, giving counsel and encouragement, curbing the wilder outbreaks and gentling the more aggressive. She must ever endure the agony of suspended judgment until all the facts are in.

Since frontier days, America has prided itself on its resourcefulness. In that keen atmosphere of ingenuity, know-how and native wit, one's very survival often depended upon one's ability to make the most of one's surroundings. This quality does not flourish so well in our affluent times. What need has a modern child for resourcefulness when the whole world of amusement is his at the turn of a knob? Why struggle to entertain himself when a galaxy of professional entertainers await his summons? Why

should he make toys when the manufacturers turn out every kind of toy that a child can ask? Toy guns are finished in bright metal and fit snugly into leather holsters. Toy automobiles have rubber tires, horn, windshield, and headlights. Dolls are equipped with real hair that may be washed and waved and set. They walk and talk and cry real tears. What chance has any child's imagination? The world has become a place of harsh reality—bounded on the north, east, south and west by "commercials"—where everything is for sale! That is why the school must give back to the child his chance to find out his own worth. He must realize that in school he is measured by what he can do, and not by what his parents can buy. He must discover abilities within himself which will enable him to shape his future.

Thus the school approximates a frontier for the child, offering him a chance to prove himself. These hardy frontier virtues of resourcefulness, adaptability, and open-mindedness are just as necessary in the Atomic Age as they ever were. And we who teach are peculiarly skilled in imparting them, for did we not acquire them in the rugged school of experience?





ANNA H. HAYES

# An Instrument for Democracy

"THE NEED of the P.T.A. in Japan is not for greater numbers but for vitalization, because it is an instrument through which we will teach the ways and the spirit of democracy to our people," wrote Dr. Teiyu Amano, Japanese Minister of Education, in a letter that came to me early in 1950. In his report on the status of the P.T.A. in Japan he stated the astounding fact that there were 15 million P.T.A. members in Japan at that time. It was a matter to contemplate—15 million members in a country of less than 84 million population, and the movement was started in 1946! Months later when I asked a staff member of SCAP if there had been any suggestion of coercion on the part of the American Occupation Forces to secure membership in the P.T.A., I was told with considerable emphasis that there had been some ineffective effort to *slow up the movement*, until leadership could be developed to guide an



organization that would affect such a great proportion of the population, but that the spirit of the Japanese people and their determination to create a democratic atmosphere for their children continued to increase rather than diminish the P.T.A. membership.

Dr. Shigeru Manbara, President of the University of Tokyo, appraised the situation in a Conference on Occupied Countries in Washington, D.C., December 1949 thus: "Japan came to grief because her spirit, her humanity was grievously at fault, and realization of this fundamental fact must be, in my opinion, the starting point of

her reconstruction. This means that the reconstruction of her education is the first and foremost condition of Japan's revival and future development. It must be so reconstructed, that is to say, as to create for her people a new spirit and a new outlook upon life and the world." Accordingly, her people accepted the reconstruction of education as a compelling factor in their future and rightly regarded the P.T.A. as an essential phase of that reconstruction. Nothing could deter them from seeking the privilege of membership and its growing responsibilities.

When the first education mission from the United States went to Japan in the spring of 1946 to study the educational system there and to make recommendations for its improvement, it was proposed that parent-teacher associations be developed to bring to the people generally as well as to the parents of school age children a more intimate knowledge of educational conditions and to supply a forum in each community whereby proposed changes in the public school system might be discussed and evaluated. In a great many communities "supporting associations had been in existence for many years for the purpose of producing local revenue for the schools, but according to all records available to me, those supporting groups were made up of men from the school district who were able to give leadership because of their influential status in the community.

When information regarding the

organization of parent-teacher associations in Japan came to the National Congress president, Mrs. Mable W. Hughes, she seized upon the opportunity to send a comprehensive assortment of P.T.A. material to Gen. McArthur's Educational Staff, with the suggestion that such guides might be of help in establishing sound, constructive organizations in a land where the idea of democratic institutions was relatively new.

**THAT** was in the autumn of 1946 and by May 1947, material from the P.T.A. manual had been translated and was being distributed to all of the 44 Japanese prefectures and the five great cities through the Ministry of Education. Committees were being established in each of the prefectures under the skillful guidance of members of the Civil Information and Education Staff of SCAP, but it was mid-July in 1948 before an attempt was made to formulate a general constitution for the guidance of local units already organized and to aid communities in the organization of new units.

Profoundly humble and profoundly grateful for the invitation to come as an emissary of the parent-teacher movement in the USA, I set out for that far land only three days after the Korean incident became open warfare. It was my purpose to learn how the P.T.A. had acquired a membership of 15,500,000 people in three and one half years, as well as to teach the philosophy and the program



of the movement in the United States, which is not yet universally recognized by educators as "an instrument for democracy."

Working under the auspices of the Civil Information and Education Division of SCAP, it was possible for me to travel about in Japan, at a time when travel was restricted to members of the Occupation Forces and military personnel. For this reason I was able to meet parents and teachers literally by the thousands. Wherever I went, the welcome was more enthusiastic than I could possibly anticipate and the deference shown to the "President of the United States P.T.A." moved me deeply. It is appropriate for me to say here that the gratitude expressed day after day for the establishment of the parent-teacher movement in Japan reflected an attitude of the Japanese people consistent throughout my travels there.

In the P.T.A. I found that leadership positions were held largely by men, in fact more than 90% of the presidents of local units were men, but the men were graciously attempting to prove an opportunity for the growth of leadership ability among the women as one factor in a democracy. We found that about 30% of all vice presidents were women, 17% of the secretaries and 22.4% of the treasurers. Under the feudal system that had prevailed in Japan, women had very little opportunity to engage in any activity outside of home and, according to prevailing convention, their activities then

were restricted to situations concerning women only. All this was changed in the P.T.A.

It is not my privilege to read the Japanese language, but I was told by reliable persons that the P.T.A. Manual carries a paragraph encouraging women to go to meetings when and where men are present; and a second paragraph gives permission to a woman to speak at the P.T.A. meeting even if her husband speaks. It was evident in July 1950 that the women had taken seriously this provision permitting them to meet, to discuss and to debate, for they were present in great numbers and they talked with a fervency mounting to eloquence regarding questions of importance to the well being of the children. It was evident, also, that many men believed in the principle of equal rights for women in voting and holding office.

The wife of the President of the International Christian University, a member of the local school board, told me that in the city of Kyoto seventeen candidates had stood for election to the school board, with three vacancies to be filled. Three women were elected to fill the positions. It is significant that nearly all of the women who attain positions in civic affairs have occupied positions of leadership in the P.T.A., which served as their common school for citizenship responsibility.

As Dr. Amano expressed it, the need of the P.T.A. was to develop stronger local associations, enrich the programs, and utilize the great

membership of the movement to achieve parent-teacher goals. Nevertheless, I visited associations where the program included family life education, personal and community hygiene, problems of health and community welfare, recreation, drill in parliamentary usage, school lunch, safety, and interpretation of the "new education" to parents and patrons.

**I**N AN elementary school P.T.A. in the city of Sapporo in the far north, I witnessed a round table discussion on community problems, including the question of permitting the children to participate in the Bon Festival, a semi-religious celebration similar to Halloween-All Saints Day with us. The health of the children, the appropriateness of some of the songs and dances and the application of such activity to the child's education were woven into the discussion, along with consideration of wholesome recreation. Problems involved were discussed with frankness and to my utter amazement, the body voted to permit the children to participate in a limited degree that year (1950), but next year they would *amend the festival observance* to make it appropriate for their children! If I had seen nothing else in Japan, I would have returned home satisfied that the P.T.A. is indeed an instrument for promoting the ways and the spirit of democracy.

The following day, in a rural P.T.A., we saw a demonstration of a P.T.A. Executive Committee at

work. The group was divided into three "buzz" sections devoted to discussion of health, play, and education, each group offering a report and recommendations on its particular subject at the conclusion of the buzz period. Thereupon the entire group adopted certain of the recommendations for the P.T.A. activity program and committees were set up to implement the recommendations. It was good to witness the general participation of women in this and many subsequent discussions, and I am bound to say that I saw several examples of group dynamics that excelled in effectiveness the average community group in our own land. In Tokyo we were told that Roberts Rules of Order had become a "best seller" over the nation.

The president of the P.T.A. does not always preside throughout a meeting. In several meetings I noted that nominations were heard for the election of a temporary chairman and vice chairman, who were then elected by the assembly to share the responsibility of presiding at different sections of the meeting. Usually a man was elected as the chairman and a woman for vice chairman. The members thus designated took up the procedure of the meeting with poise and effectiveness. Naturally I am aware that meetings were especially arranged for my visit, hence they may have been more than usually efficient, however, one president warned his members by saying: "Don't try to show off for our honored guest;

this is the real thing and we will stand by our decisions today."

Although I spoke to each meeting with the aid of an interpreter, attempting to answer questions raised by the members as well as to bring in something of National Congress philosophy, there were invariably many members who understood English, in fact a majority of the top leaders could speak English, many of them with fluency. At the conclusion of one P.T.A. meeting I was surprised to see a large group of little folk come to the platform and demonstrate their skill at doing American square dances to the tune of "Oh, Suzanna." It was a moving spectacle, and when I admitted my struggle to refrain from American tears my sponsor remarked, "You are just lucky that they did not come out singing 'Old Black Joe.'" American folk songs are as popular among the school children as is the square dance.

ON one occasion I asked the P.T.A. president if they ever used community singing as a part of the program, since I had heard no singing except by children or by professionals. Naturally he was puzzled as there is no synonym for "community" in the Japanese language; they merely insert the English word community whenever the idea needs expressing. To illustrate my meaning, I asked an experienced member of the CIE staff to lead the group in community singing, as is our custom in the P.T.A. at home. All were de-

lighted with the experience, timidly engaged at first, and promised to learn a few songs that all could sing as a way of "developing democracy" and perfecting a P.T.A. meeting wherein every member participates.

In Kyoto City, a night's journey south of Tokyo, I was asked to serve as consultant for a P.T.A. study group, which was indeed exactly what its name implies. Prominent citizens of the community and adjoining areas were actually studying the P.T.A. to determine how it could best serve to accomplish its objectives. For two hours as we sat on broad cushions behind a low, hollow-square table, I tried to reply to questions about ways in which we accomplish our purposes in the USA. It was at times a bit disconcerting to admit that even after 53 years we had not accomplished many of our cherished goals in the USA, but I explained, in the course of our striving we had managed to awaken public interest in the needs and rights of children and to change the public's attitude to many phases of education and its support. It was a relief to school administrators to hear me state publicly that the P.T.A. does not interfere with the administration of the school nor attempt to control its policy. In Kyoto as elsewhere the P.T.A. leaders included people in important and strategic positions in the State (prefecture) and local government, the governor of the prefecture, the mayor of the city, the state and local superin-

tendents of schools, heads of service groups, women's groups, doctors, lawyers, and a few women, mostly school board members or P.T.A. officers. It was most difficult for them to understand two important precepts of National Congress of Parents and Teachers' philosophy: first that all work is done by volunteers, second that there are no "grades" of membership, that the humblest citizen pays the same dues and ranks equally in importance with the most privileged or most affluent member, and that paying dues in a local unit makes one a member of the national group.

One great problem proved to be common to all Japanese P.T.A.s, that of providing financial support for the schools, and still adhere to the recommended policy of keeping the program directed toward its educational goals. The model constitution carries this statement: "This association shall work toward securing an adequate budget for education on the national, prefectural and community level. This association shall have no direct responsibility for the financial maintenance of the school nor for the subsidy of teacher's salary and living expenses." Nevertheless, every P.T.A. faces the problem of helping pay the teachers' salaries, supplying books and other materials and equipment, and, in some instances, actual construction of school buildings to replace those destroyed during the war. The leaders and members alike were facing the heavy financial obliga-

tion that the nation and prefecture could not yet assume to maintain adequate schools, and at the same time, attempting to develop an attitude on the part of the public that would make possible adequate support of schools from public funds.

I admitted readily that we have not yet achieved this ideal in completeness in the USA, although great progress has been made and the P.T.A. in most communities has ceased to be a money-making organization willing to accept the financial obligations of recalcitrant taxpayers.

The "new education" in Japan was new indeed and the task of interpreting it to a public in which great numbers of citizens had not received rudimentary education was a patient task for the P.T.A., requiring persistence and resourcefulness. For the first time, co-education was provided at the high-school level; a five-day school week had replaced the six-day school week; the 6-3-3 plan had been adopted almost universally, and compulsory education was extended through the 9th grade. In every P.T.A. that I visited there were committees working on the task of carrying the new education to all of the people.

The Statement of Objects of the Japanese P.T.A., which has now become the National Japanese Parent-Teacher Association, includes all of our own, with additional statements regarding adult education, social education in the community and work for "a family of nations." Its membership is sus-

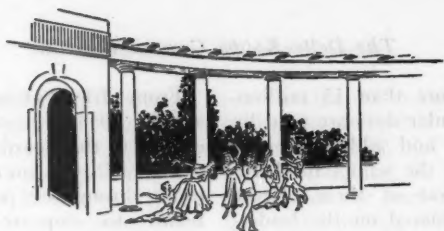
tained at more than 15 million, although regular dues are paid by all members and additional contributions to the school fund are given by most of them. Great emphasis is placed on the leadership of the 30,000 local units in all 44 prefectures that make up the national organization. The conviction prevails that central control of the people's schools is a step away from democratic living. They seem to have accepted the slogan that "the schools belong to the people."

**FROM** one mother's diary we read: "This is the morning I am going to help with the school lunch. I prepared my apron, a cup of rice for my lunch, and slippers. Morning work is already finished. It looks as though I have more time in the morning when I go to help with the school lunch. The mother of our boy's classmate is going to help me with my laundry. Another P.T.A. member will get our ration today. The old lady next door will bring her sewing and sit in the house to be a *rusaban* (house watcher). It is very pleasant when we start out. It is really my pleasure yet father thanks me for going and my boy is very happy and says 'we'll have your lunch today.'"

From a friend's letter dated January 20, 1953 I quote: "I was re-elected to the Board of Education of Osaka City. I am now very hard trying through my position on the Board to improve educational methods and facilities in our schools." From another friend who works constantly with parent education groups comes the news that a very successful and well-attended Parent Education Conference has been held commanding the attention of important leaders over the nation. She adds these words: "Each P.T.A. has become the backbone to democratize Japan and has been of use to the progress of the Japanese culture for these five years. Through it Japanese women who had been *possessed* with the feudal convention have recognized their position in society."

The P.T.A. in Japan has become, in fact, a place for the practice of democracy, the exercise of citizenship, and the development of universal concern for the well being of all children. In Japan, as elsewhere, its work is inspired by a love for children and concern for their future. It may be that this instrument motivated by universal love for children will become the tie that can hold nations and people in a community of interest, eventually leading to lasting peace.





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# WCOTP—1953

SARAH C. CALDWELL

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I GREW UP within a stone's throw of Oxford, Georgia—the home of Emory College. I've been many times to Oxford, Ohio—the home of Miami University. So it was with great anticipation that I made plans to go to Oxford, England—the home of many colleges, which together constitute that great university which has been a seat of learning since the 12th century.

I found the famous old city to be far more than a community of historic buildings and monuments, of towers and spires. It is a city with a soul. A city where peoples are concerned with the pursuit of beauty, truth, and goodness. A city where scholars have long cared to

express their thoughts and sought to make their ideals become realities.

I thought it significant that the first full Conference of The World Confederation of Organizations of the Teaching Profession, which I'd gone to attend, should be held in such an environment—for WCOTP, in a smaller and more particular sphere, is following the Oxford tradition. We who had traveled from the four corners of the earth, representatives of more than three million teachers in 65 national organizations in 36 different countries, had come to Oxford because of our concern with the impact of mind upon mind and spirit upon



spirit. We had come together to discuss our educational aims, programs, and progress; to obtain a clear understanding of one another's ideas and ideals; to draw fresh inspiration for the tasks that lie ahead. We didn't expect to find a universal panacea for all educational ills, rather we hoped to show by word and deed that teachers can work together for common-sense realism and unity at an international level.

The Conference of the World Confederation was preceded by meetings of its two constituent bodies, IFTA and FIPESO, representing primary and secondary teachers respectively. Reports of these preliminary assemblies, when made to the parent body, showed that a large part of their deliberations had been concerned with problems confronting the teaching profession as a whole, not any one segment. In fact, the wording of some of their resolutions had a very familiar ring to our American ears. They dealt with the teacher's right to join in independent professional organizations; with the improvement of educational standards and teaching methods; with the need to ensure for teachers "a salary commensurate with his qualifications and training, and the importance of his work"; as well as an appeal to governments and responsible authorities to make available finances which would ensure to all children "their right to education under material and moral conditions suitable to the full de-

velopment of their personality and abilities."

At the first session of the main Conference, Mr. Ronald Gould, General Secretary of the National Union of Teachers of England and President of the World Confederation, addressed the meeting. Mr. Gould's speech was a masterpiece, full of fine phrase and meaning—setting forth in a practical and forthright fashion his concepts of WCOTP. The deep sincerity with which Mr. Gould gave his address, and the alertness, tact, and impartiality with which he presided over all sessions of the Conference, were qualities that certainly no delegate at Oxford failed to recognize.

**I**N HER message of greeting, The Right Honorable Florence Horsbrugh, Minister of Education for England and Wales, chose to talk on the Conference theme "Cooperation Between Parents and Teachers." She made the points that education could not be carried on in water-tight compartments, that the human contact between school and home must be kept alive, "that there is not any final goal, there is no Everest in the growth of education, or in our desire to improve our work. As in all worthwhile fields of endeavor, every achievement brings us the consciousness of new tasks to be undertaken."

The sessions of the Conference were held in the Hall of the Oxford Union, the setting for many a vigorous and world-significant debate. Frankly, the meetings of

WCOTP were not all harmonious. There were dramatic moments, moments when tensions ran high, even moments of despair. Only from the experience of working in international gatherings can one realize what it means to try to get a meeting of minds in a group where there is a great variety of cultures, ideologies, languages, and historical backgrounds. All of these rise up from time to time as difficulties to bedevil cooperative efforts and procedure. Quite apart from the language problem itself, with translations which of necessity prolong discussion, the clarification of fine shades of meaning causes frequent delays. There was the incident when President Early, speaking for our NEA delegation, moved, in the interest of unity, "to table" a controversial matter under discussion—a term generally well understood in our country. Suddenly confusion reigned. The European concept of *tabling* calls for immediate discussion and action! The matter had to be *deferred*.

For us the method of conducting business was a different procedure. In general, the practice of moving and seconding motions, then taking a vote, as is our American custom, was not followed. Instead, everyone called out, as a matter was stated by the President, "Agreed!" or "Disagreed!"—and business continued. We soon learned, too, that it was not unusual for delegates to express their approval of a speaker's comments with a hearty "Hear! Hear!"—like the "Amens" heard at

an old-fashioned Methodist camp meeting.

While member associations did submit written reports on the Conference theme the participation in general discussion was far from being 100 per cent. Most of the delegations seem to feel that the analysis of the reports was sufficient. The delegates from the Philippines and Korea did tell of the important financial aid given by parents to provide their school buildings and materials, even food for students, but only the United States told of having an *organization* of parents and teachers concerned with problems that affect the entire system of public education. Mrs. Leonard, President of the NCPT, gave our report. She made a splendid presentation. However, our European colleagues weren't impressed. They seemed willing enough to foster good relations between school and home, but tended to view parent-teacher *organizations* with suspicion—as possible sources of political influence or as pressure groups which would interfere with the teacher's professional work. A delegate from Switzerland cited, as support for his opposition to parent-teacher organizations, that there were no doctor-patient councils, no lawyer-client associations! The compromise resolution finally passed stated: "This Conference recognizes the importance of cooperative relationship between parents and teachers and their mutual concern in the welfare of children. Such cooperative effort deserves every encourage-



ment." And on that the French delegations "reserved their opinion"!

**THE** Confederation had several important items of business to consider at Oxford. One concerned the method of voting for members of the Executive Committee. It was settled that, as intended in the constitution, members would be elected by the vote of *all* delegates, not be restricted to the vote of their geographical area.

Another item dealt with proposed amendments to the admittedly complicated constitution. All member associations had been invited to present amendments. The NEA was the only major group to comply with this request. We had sent in a number of proposals. This created an atmosphere of some tenseness until Mr. Early, with the approval of our delegation, suggested to the Executive Committee that only non-controversial points be submitted to the Conference this year, and others be deferred. The NEA delegation had no desire to start an interminable debate. This cooperative attitude brought forth genuine praise. After the amendments presented were adopted, Mr. Gould stated that no delegation had shown more clearly its willingness to place the welfare of WCOTP above the views of its own organization.

Other resolutions passed, in addition to the one on parent-teacher cooperation, dealt with: (1) teacher representation in UNESCO activities and at the 1954 ILO Confer-

ence, which will consider the conditions of teacher employment; (2) directives to the Executive Committee for seeking ways and means to help the teachers of Korea and Japan with their problems.

The first crisis of the Conference came early and was entirely unexpected. When the Executive Committee presented a list of societies and associations, all from the United States, for approval as associate members to WCOTP some delegations took exception, particularly to the inclusion of the national groups—Delta Kappa Gamma, Phi Delta Kappa and Pi Lambda Theta. Objections were based on a fear of large memberships; of voting delegates being allowed. It seemed beyond the comprehension of those objecting that any group would give financial support to WCOTP in exchange for only the privilege of observing and receiving publications. They suspected ulterior motives! As the French requested a vote by "mandat" or secret ballot, the question had to be postponed until the voting strength of each delegation had been decided.

When the Voting Committee presented its decision on the method of allocating voting strength by subscription or dues paid, which indicated association strength, there was more objection from the same quarters. The number of votes allocated the All India Federation was questioned in view of its small subscription. All serious opposition was smothered, however, when in a gesture of great magnanimity

Dr. Jha announced that his federation did not attach exaggerated importance to the voting and under the circumstances would not exercise his right to use India's voting strength.

After the voting scale had been adopted, the balloting for admission of associate members took place. All were admitted by an overwhelming majority—197 to 7.

The real bombshell of the Conference, the point at which underlying tensions erupted into the open, came when the elementary teachers of France suddenly declared that unless the observers who were present from associations in "Franco Spain" be asked to withdraw, they could not continue to take part in the proceedings. Although the President pointed out that invitations had been sent to all national teachers' groups to join WCOTP or attend the Conference as observers, and that among the observers present there were some to whom members of other delegations might object on political or religious grounds, the French were adamant. They walked out—followed by some elementary teachers of Luxembourg, Germany and Yugoslavia—unwillingly to wait for a review of the situation by the Executive Committee. Other groups from the Netherlands, Belgium and Germany who had expressed their agreement in principle with the French did remain in the meeting. The next morning the Spanish teachers left—not because of the dispute, but because they had originally planned to go at that

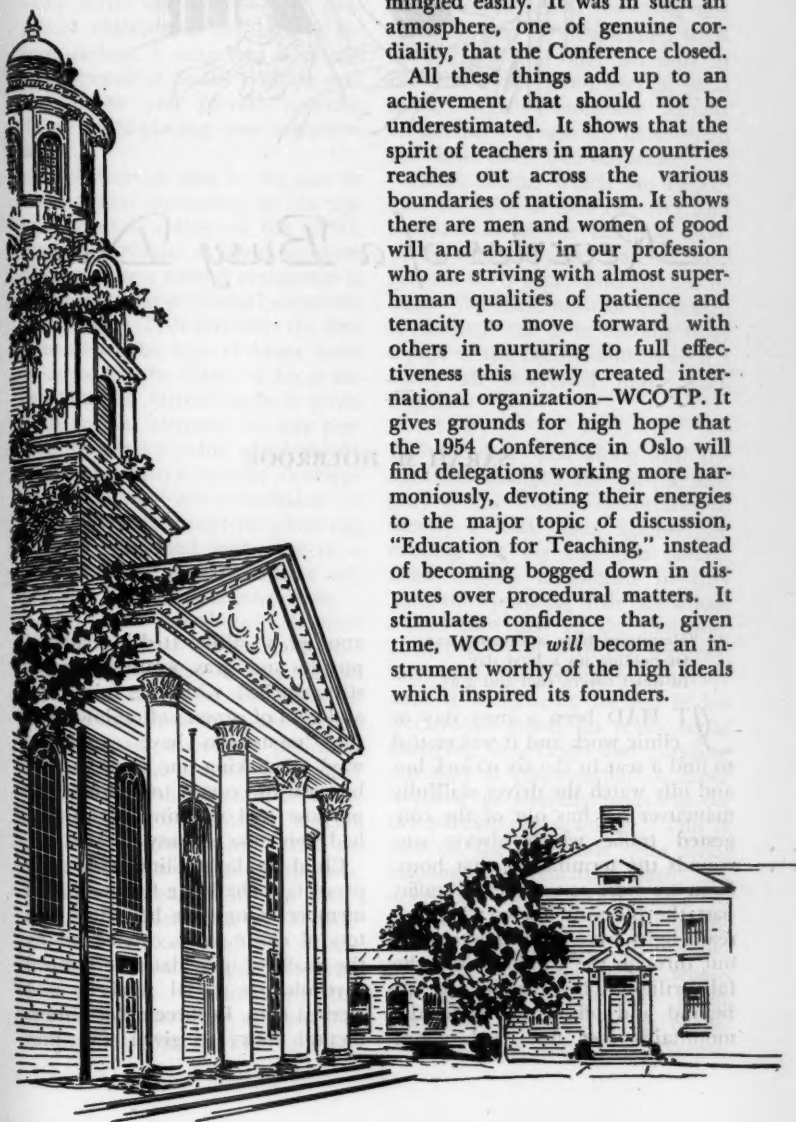
time; thus no actual break in the Conference occurred, yet the incident left its dramatic impact.

**THE** Executive Committee of WCOTP, in an effort to keep the road to international cooperation open among its member associations, had now agreed that as a temporary expedient for perhaps two years, business sessions will be open only to accredited delegates and only certain sessions will be open to accredited visitors. Non-member associations will be sent such an announcement, but not invited to send representatives. It is hoped during these years that a constructive way forward from the political *impasse* can be worked out, that all member associations will have accepted the position that in WCOTP *all are teachers*, and be ready to tackle the business at hand with firmness and tolerance from a basis of *common professional interest*.

Despite the complexity of emotions and affiliations involved in the problems faced at Oxford, there were many heartening signs of cooperation. The general structure of the Confederation was accepted without clashes of opinion between elementary and secondary teachers. Some delegations made very real concessions, yet there was no sacrifice of basic principles. Many friendly contacts were made and renewed. "Matters of principle" in no way marred the varied social functions of the week, and they were beautiful, elaborate affairs; pleasant interludes where delegates

of different races, creeds, and colors mingled easily. It was in such an atmosphere, one of genuine cordiality, that the Conference closed.

All these things add up to an achievement that should not be underestimated. It shows that the spirit of teachers in many countries reaches out across the various boundaries of nationalism. It shows there are men and women of good will and ability in our profession who are striving with almost superhuman qualities of patience and tenacity to move forward with others in nurturing to full effectiveness this newly created international organization—WCOTP. It gives grounds for high hope that the 1954 Conference in Oslo will find delegations working more harmoniously, devoting their energies to the major topic of discussion, "Education for Teaching," instead of becoming bogged down in disputes over procedural matters. It stimulates confidence that, given time, WCOTP will become an instrument worthy of the high ideals which inspired its founders.





## Reveries of a Busy Day

SARAH M. HOLBROOK

"Mountains have a dreamy way  
Of holding up a busy day  
In quiet covers, cool and gray."

IT HAD been a busy day of clinic work and it was restful to find a seat in the six o'clock bus and idly watch the driver skillfully maneuver his bus out of the congested traffic which always surrounds the terminal at that hour. Soon we were out of heavy traffic, past the pleasant homes where already lights were beginning to shine out through the windows into the fall twilight. Then the city was left behind and off at the right the mountains rose one peak above

another, all silhouetted in shades of purple and gray against the sky still touched with the faint rose and gold of sunset's afterglow. Yes, the "mountains have a dreamy way" of making one want to look beneath the covers to consider the purpose and meaning of all that had kept one so busy.

Child Guidance Clinic work daily presents a challenge for every staff member. Our state has three centers of clinic work, carried on by the staff of psychiatrists, clinical psychologists, social workers, and clerical help. In three other centers mental tests are given and pre-

adoption studies are made. The work with the infants and preschool children is my special responsibility. I cooperate with the Department of Social Welfare and the public and private agencies doing child-placing and adoption work.

Each baby is seen by me two or more times, depending on the age and mental ability of the child. From the results of these repeated observations a mental evaluation is given in terms of normal, superior, or retarded. This furnishes the first clue as to the type of home most suitable for the child. If he is below normal, further study is given with special attention to any possible physical trouble which might affect the baby's normal development. If serious retardation is evident, special long-time planning must be arranged with care in a suitable foster home for a time and possibly institutional care later.

The babies' reactions in the four areas of behavior which Dr. Arnold Gesell has outlined in *The Mental Growth of the Preschool Child* are used. These four areas are motor, language, adaptive, and personal-social behavior. Doctors and social workers study the physical development, family background, special problems arising from racial or other differences. The prospective adopting parents are also thoroughly considered as to health, religion, finances, and the educational opportunities which they can give a child. Furthermore, the studies include their reasons for wanting to adopt, the kind of home

life and environment, rural or urban, which can be provided, and as far as may be determined what the home would offer not only in material security but also in good mental health atmosphere. Almost all parents welcome the help which the clinic offers and cooperate.

Other factors which are important are color of hair and eyes, and complexion of the child as compared with adopting parents, and general body type, whether tall or short. All these must be evaluated if the little one is to become truly a part of the family, and in such a study all interested must work together.

AS the bus sped along and the darkness changed the purple and gray of the distant mountains to merely a dark mass against the evening sky my thoughts turned from mighty mountains to tiny Tim, the appealing little one whom I had seen first in the morning. Dear little Tim with his big gray-blue eyes, his reddish-brown hair sticking straight up on top of his well-shaped head, his ready smile changing to a laugh and gurgling attempts at conversation in eager response to friendly overtures on the part of the examiner. Tim is one of the fortunate ones who, although a premature baby, has developed finely in response to care, first in the institution where he was born, and then in the loving, understanding home where his adopting parents have given wonderful attention to his needs. Now the year since Tim's "home-

coming day" is almost over and soon Tim will be legally as well as in thought and desire of the adopting parents their own little son. Making "mental evaluations" of Tim's ability and progress during the year has been real joy and now soon my official work with Tim will end, but it is my hope that from time to time I will receive those fascinating reports and snapshots from the devoted and possibly a bit prejudiced adopting parents. These are the best possible reward for one's work.

Now my thoughts turn to serious little Henry, a far older child in experience than his five years indicate. Strangely quiet, looking at you with solemn eyes, with a pathos in them which makes one sad even before one has read the history of neglect and abuse which has been his and his little sister's experience in life. He handled most carefully each piece of test material and finally rewarded the examiner by a smile as he saw and handled the fascinating cup, spoon, dog, and other objects. Henry is one of a large family all deserted by their parents and committed to the care of the state. The important question now is whether Henry has the mental ability to adjust to regular school and home life and so can safely be considered for adoption. That he longs for home and love was shown by his questions after an hour with the examiner. When it was time for the social worker to take him back to the temporary foster home where he is receiving excellent care while future plans

are being made, he stretched out his little hand to the examiner and asked, "Are you my grammy?" He added: "Mommy said when she gib me way, mebbe my grammy take me. Can I go home wid you? Please be my grammy." Such memories of the day give one a heart-ache, but one is glad that there are agencies at work to give Henry a real home as soon as his neglected teeth are cared for and his pitifully thin body has been nourished by good food and through wise and loving care in his foster home he has learned some lessons necessary before he is ready for adoption.

My thoughts then dwelt for a little on nine-month-old Betty. There was no special problem there, just a normal, healthy, smiling baby, beginning to be a bit shy with strangers, not particularly attractive, except as all normal babies appeal to one. As you learned a bit of Betty's mother and family you could in imagination see Betty some years hence making some adoptive parents happy by her good health, good nature, and average ability to fit into life on a farm. She would be happy in the out-of-doors life where the cats, the dog, the chickens and cows are all her friends and where she helps to care for them.

A sad memory is that of Jim, a little kindergartener of an alien race, with a bad speech defect and a crossed eye. Already he has learned that children can be very cruel. His own father deserted his mother when he was very young and his step-father, a kindly, hard-



working man, is adopting Jim. He also is of another race and it has been hard for him to understand "how children from good homes can be so bad." Tests with much objective material showed that Jim is above average mentality and, when this was determined, the examiner was able to plan for special speech-therapy work with Jim.

**NOT** all my dreams and wishes for these wee ones will come true but I look back over twenty-five years of testing and work with preschool and some so-called "problem children." Some of these children whom I have seen and tested are grown and married with children of their own. Tonight I am thinking of those with whom I have worked in the last few years. There is Donald, happy and loved, in a fine home where, two years after he was adopted, a baby brother came to make them all happy. Donald, now seven years old, is a handsome, exceedingly bright little boy. In fact not long ago his parents wrote, as they sent his picture and a report of his school work: "If we are honest and really objective Don is handsomer and brighter than our own and a daily joy to us all."

I like to think also of the twins now in their teens, attractive, bright, and bringing comfort to their adoptive parents, as they have ever since they went to their home to take the place of the children who had died when an epidemic struck the town where they were living.

Thinking of twins I turn to adorable Bonnie and Bill, just over a year old and bringing deep satisfaction to their adoptive parents. Both the little ones are above average mentally, Bonnie dainty, fairy-like with lovely eyes and hair with golden tints, Bill a rarely beautiful baby, but already showing sturdy little boy characteristics. These fortunate babies have found a true home, not of wealth, but rich in those things that count, an appreciation of art, literature, the beauty of nature and the refinements of surroundings and good taste in dress, and above all, love and wise care and an understanding place of God in their lives.

For not all of the little ones that I see will there be such happy endings. Whether a baby's future seems promising or overshadowed by physical handicaps, poor mental ability or other deviations from the normal baby, it is with deep satisfaction that one thinks at close of day, "I have tried in some small measure to fulfill the pledge made in the Children's Charter" which says:

"For every child understanding and the guarding of his personality as his most precious right.

"For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home.

"For every child these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American flag."

# Across The Editor's Desk



**I**N OUR last issue we featured as a theme the relentless passage of the years — twenty-five in all — which this great Society has experienced and the reminder of what new opportunities the next quarter-century holds. We remarked that from our point of view the moment has come in our history when we must face realistically, honestly, some of the issues which are before us as professional women bound together in a fellowship unique in the history of women's organizations.

In this issue of the *Bulletin* we think it appropriate to emphasize the quality of our membership and of our organization that is unique and often overlooked. This is the fact that our membership ranges through all the great variety of educational interests. It includes the nursery school teachers, the university instructors; it reaches out into the fields of special education; it embraces all the aspects of elementary and secondary teaching; it includes the teaching of the

blind, the deaf, the crippled, the handicapped of every type. It reaches into the newest and the oldest fields of education. There is no other organization quite like it. No other professional group, either men or women, can boast the wide variety of teaching activities that our group displays.

Why do we not capitalize upon this unique aspect of our membership? Why do we not feature to a greater degree the possibilities of this wide range of interests? It is clear that the prestige, the commanding influence that is ours, the many aspects of the world we touch, are unparalleled in the history of voluntary organizations.

We have chosen, therefore, to feature in this issue some of the unique aspects of the teaching world which our members have entered and in which they pursue their careers with vigor and enthusiasm. In this issue alone is exhibited such a startling range of teaching interests that it is almost unbelievable.



Because we are women alert to the needs of the time; because we are professional women; because we belong to a great voluntary organization dedicated to an array of noble purposes, we need to assess at intervals our possibilities, our unrealized opportunities.

In the world in which we live, we face, because we are professional women, the fact that we are members of a highly competitive societal system — relentless, rugged, often cruel. We have often as many bitter disappointments as we have opportunities realized. As professional women who wish to maintain their place in a societal system that offers both advantages and disadvantages to thinking women, we must be prepared for setbacks, for disappointments, as well as hopeful that we may attain some of the objectives we avow. If we are to expect the rewards of taking our proper places, we must anticipate, at the same time, the roughness incident to the competitive system, and sometimes its implacable vengeance. Rewards do not come easily to professional women.

As a great band of professional women who seek to be not only an honor to women but a blessing to all mankind, we have need at this moment of a penetrating insight, of a daring such as we have not yet possessed, of a vigor of pursuit such as we have not yet displayed. Recently a moving letter from Mary Beard, the great historian, suggested the key to our future in a much more beautiful way than anything we can advise. Mrs. Beard

said that perhaps the way to begin upon the quest of a more glorious future for the organization was to take as our keynote that it is not what we *get* in improved status but what we can *give* that is significant.

What *can* we give? We can give a kind of leadership to women teachers such as has not been provided for them in other organizations. We can manifest a deeper concern for aspects of teacher welfare and morale among our teachers here in the United States, a concern that has been singularly absent from our programs. We can give a mighty impetus to the appreciation of the need for the preparation of many more soundly trained, exceptionally endowed, creative, younger women for the great profession of teaching. We can provide opportunities for advanced study to competent women so they too, as well as men, may be eligible to key positions. We can become much more alert to the significance of the economic trends of our times, of the great social issues, of the stirring political drama in the world. We can initiate and be a part of legislation in behalf of women generally, and particularly of professional women, to a degree much greater than we have hitherto displayed. We can help to end discrimination between the sexes in the educational fields. We can be known throughout the land for the exemplification of our first purpose—the exhibition of a genuine fellowship of the spirit.

*We can do all these things if we will.* M. M. S.



## *"Lord, Enlighten Me!"*

ELEANOR B. NORTH

WE WERE very quiet that golden September evening as Lady Northfield's motor bore us smoothly and swiftly away from Croyden Flying Field through the soft blue dusk toward London. Tomorrow Southampton and the *Queen Mary*. . . I looked longingly at my little group of student "Literary Pilgrims." What had the weeks in Europe meant to them? Five

weeks of living in French homes had improved accent—of that I was joyfully aware. And we had come close one to the other in moments of shared rapture . . . Charles Dickens' son in Westminster Abbey . . . the Sistine Madonna in Dresden . . . the majestic grandeur of Mount Blanc . . . the romantic ancient Castle of Chillon . . . dreaming Vesuvius and the ex-

quisite heartbreaking tender blue of the glorious Bay of Naples . . . the young, oh, so splendidly young Shelley and Keats asleep under the shadow of marvelous St. Peter's . . . How I had craved that the summer pilgrimage might hold for them new growth in abundant living . . . but the human soul is ever a most lonely thing and dream tissues are so fragile.

**AS** we rounded Marble Arch, one of the men, the fine young student who had been my faithful and clever assistant during the days of research at the Bodleian Library in Oxford, suddenly leaned forward. "We were talking this afternoon just before we took off from Paris, Miss North, about what the summer has really meant to us—apart from our French, I mean. I know I'll never forget the Bridge of Sighs in the moonlight or the Coliseum in morning sun, Michelangelo's 'David,' and the Guards changing at Whitehall, but somehow I feel as though I had 'grown' inside me. I don't know exactly how to express it, but I guess those words on your old Oxford shield hold my meaning—"The Lord Enlighten Me!" Beauty does queer things to your heart, doesn't it?"

And I was satisfied.

My word to you, fellow teachers, is that we be shepherds of the spirit as well as masters of the mind, that

in these trying days we keep before the young lives entrusted to our keeping a vision of beauty, fine and holy, amid gray cares and shadowy uncertainties. In countless hearts fear and dread of the darkening future are too early come into young lives. The morning dew may not bless the young hopes, the shining dreams; toward us must youth look for spiritual light and warmth. May they not look in vain! Shake off the petty meannesses that beset a sensitive heart: love greatly; work greatly. Be expectant of good. Speak the truth; do your work and see the glory of it all. Let no day go by without enriching the life of the soul. Above all, hold dear the qualities of sympathy and understanding, which are to the child heart what rain and sun are to the growing plant. The sense of gracious living, rich and deep, is felt by all those with whom you come into contact . . . its peace, its sense of security, spiritual, emotional, and material bless all even as "the shadow of a great rock in a weary land."

May the Lord enlighten us all, mind and spirit! So will you realize the high ideal that is yours when you are at your best; so will the Lord enlighten you, and through you darkness shall turn to light in the young lives 'round about you.

# HOSPITAL SPEECH

## PATHOLOGIST

HILDRED SCHUELL

**W**HAT A SPEECH pathologist does in a hospital is determined by the overall philosophy and policies of the individual hospital, and by the needs of the medical services which refer patients.

Most members of the Minneapolis Veterans Administration Hospital staff have a sub-acute occupational disease. If you invite us to talk about the hospital, we brag. We will tell you highest standards of medical practice are observed, and point to outstanding achievements of staff members as enthusiastically as though they were our own. We think they are, even when the technical details are so complex we can't follow them.

We will tell you with pride that we were the first veterans hospital

in the United States to initiate the Dean's Committee Program. This is a program established in 1945 to improve medical organization and medical care for veterans. It provided that Veterans Administration hospitals should be associated with medical schools wherever possible. We will tell you that we are affiliated with the University of Minnesota, and have you heard about the cancer research program, and the new multiple sclerosis clinic?

We will tell you this is a teaching hospital, training graduate physicians in all medical specialties except pediatrics and obstetrics. What this means to the patient is that whatever his entering complaints, he will be treated by well-trained specialists. What it means to the staff is constant study to keep

up with what is new, and constant striving, through controlled scientific evaluations, to improve existing methods of diagnosis and treatment. It means constant stimulation and challenge, and always being prepared to answer questions such as, "Did you consider—why do you rule out—what was your reasoning—why do you think that—is there any other possibility—what is your evidence?" And we'll tell you we like this; we don't feel defensive about it. We will tell you, too, that if we ask for help we get it, and if we try to say thank you, what we hear is probably something like, "Well, if anybody wants to work, we won't discourage it."

In April 1948 the Neurology Service added a full-time speech pathologist to its staff in order to establish an aphasia division for investigation and treatment of language disabilities stemming from neurological disorders. During the succeeding year two additional members were added to the clinical staff of this division, and it was officially designated the third Aphasia Center in the Veterans Administration. It was considered that the program of this division should be a threefold one, including research, training, and clinical treatment of patients.

Aphasia may be defined as any impairment of language function resulting from brain injury. Aphasia may follow head injury, tumor, or any kind of stroke. It affects all language functions, understanding what people say, speaking, reading,

writing, and even thinking. Impairment may be mild, extremely severe, or any intervening gradation. When aphasia is present it is a sensitive indication of extent of brain damage, and it gives certain clues to the site of damage that is present. For this reason aphasic findings are valuable in relation to the neurological examination of patients.

For five years this center has been developing and refining a battery of diagnostic tests for language disturbances. The purpose of this battery is to give the examiner as much information as possible concerning the ways language behavior of brain-injured patients differs from normal language performances. Data have been tabulated which have been useful in indicating the kind of impairment which underlies diverse clinical symptoms which can be observed. Certain patterns of impairment have emerged, and from these patterns we have learned two things: first, to predict recovery patterns, and second, to treat the patient more effectively and efficiently, because we are able to treat basic disabilities rather than individual symptoms.

As part of the training program for residents in neurology the staff of the aphasia division presents and demonstrates clinical findings in regular weekly hospital staff meetings. In addition a seminar in aphasia is offered to residents in neurology from the University Hospital, as well as those on our own staff. Both case presentations and

seminars have been valuable, for many observations first made in these groups have shown the need for further exploration and investigation of specific areas.

The clinical program, the actual treatment of patients, is, of course, what all the rest exists for. It is from our patients we have learned the most, and this has been a mutually rewarding experience.

We have worked with all patients with aphasic disturbances. They have ranged in age from eighteen to seventy-seven years, and have shown all degrees of impairment. Twenty-three percent of the patients we have seen have not recovered functional speech. These have all been patients who have incurred extremely severe cerebral damage. We are now able to recognize patients who present this pattern from initial test findings. We consider a limited period of therapy beneficial for these patients, but they should not be asked to attempt impossible tasks for an indefinite period.

The onset of aphasia is commonly attended by a feeling of panic and isolation. Direct handling of the aphasic problem tends to reassure the patient and help him regain emotional equilibrium. He usually gains in ability to understand what people say, and learns to respond more appropriately with behavior, gesture, and action. Because he is able to understand and communicate a good deal, withdrawal tendencies and resulting depressions are decreased. The patient learns to use what he

has, to do the things he can do, and to live more easily within the limitations imposed by the injury.

With the majority of patients therapy is a matter of controlled stimulation of damaged processes, so that they begin to function again. One patient described the experience of aphasia as having his mind in a locked box to which he had no key.

It must be remembered that the aphasic patient has lost more than speech. He has lost his friends' names, his children's birthdays, the details of the job he did, the places he's been, the books he's read. A farmer does not know what crops he planted, a lawyer cannot read his lawbooks, an accountant cannot balance his checkbook, a Shakespearean scholar does not know who Hamlet was. One brilliant young man reported he knew his name was on the card at the foot of his bed, and he used to sit and look at it trying to figure out what it was. A district attorney told us he used to walk to the corner of his block every day and stand staring at the street sign, sometimes for a half hour, trying to get a clue to the name of the street he lived on.

The process of therapy is one of re-stimulating hundreds of previously-learned associations, and reinforcing hundreds of responses, until learned patterns are accessible and functional again. It is not a teaching process in any didactic sense, although it is not incompatible with learning theory.

Therapy is commonly continued until the patient has obtained the amount of language he needs to carry on his ordinary activities, or until he is ready to leave the hospital and undertake another step towards his ultimate goal. This step may be going back to school with a limited program at first, or undertaking training for a new vocation. Whatever program it is, it is carefully planned and set up with the assistance of trained personnel in specialized fields, such as state or veterans vocations services, educational rehabilitation, and always social service, to assist in solving family problems resulting from the illness of the patient.

While he is in the hospital the patient has a full program planned by his doctor, which includes medical treatment, physical therapy, corrective therapy, and occupational therapy as well as speech. We may see him graduate from wheelchair to crutches, from crutches to a cane, and one day he may walk in with no aids. We may see a paralyzed arm gradually regain function, or the non-paralyzed hand

become proficient in fine skills. We may see a patient lose his fear of seizures, as they are controlled by medication. We may see decreases in anxiety after a patient has talked to his doctor, or the social service representative has shown him that family problems which have worried him are not insoluble. We are almost certain to see growing confidence and increase in general health and well-being, not from the work of any one service or division, but rather from the fact that they have all worked together for the good of the patient.

In closing, for the most part we feel good about what we are doing. This is no Mecca, no promised land. In this hospital, as in any other, there are patients who do not respond to treatment, who do not get well. There is irreversible damage, there are inoperable tumors, there are progressive and incurable diseases. Sometimes we fail. But there is always the high hope that in the years to come we shall know more than we know now, and that the things we learn will make a difference.





# PARTNERS

## ALL



KATHLEEN N. LARDIE

**I**N THIS age of specialization it is heartwarming to know that we who are engaged in education have an opportunity today to share our talents and experiences. One of the modern tools of communication—television—is worthy of our consideration and deserving of our best efforts to ensure its success in the educational field.

Soon all over our land television antennas will take their places beside the flag poles of our schools. These fragile-looking spires signify to the world that they may bring to the schoolrooms of the nation the best in art, literature, music, and science. When the lonely roofs

of our schoolhouses are thus fortified for communication purposes, no one can predict the joy and added stimulation to learning they will ensure.

These networks of antennas will join with those on 56 percent of our homes in the land to bring to the rich and poor, the handicapped and strong, the young and old alike telecasts that the richest man could not afford to purchase for himself.

The story of television is every teacher's story; the story of television is every parent's story. In April 1952 the Federal Communications Commission, after lengthy deliberations and hearings, an-



nounced that 242 channels would be reserved for non-commercial educational use. This was in response to the request of educators throughout the country that this tool of the age in which we live was a rightful heritage of all students and should be made available to every person in the land.

Reservations were made for these channels with the full realization that it would take time for educators to alert their faculty members to the potentialities of television, to raise the necessary funds for station operation, and to train personnel in the techniques of operation. It was also understood that in those areas where educational radio stations were in existence, television would possibly be adopted sooner than in sections where programming in these fields had not been in force. There was no question, however, of the potential power and effectiveness of telecasts for educational purposes.

In many cities like Detroit, universities, colleges, and school groups had for some time presented experimental telecasts through the courtesy of local commercial stations. These programs had afforded some basis for judging the type of programs best suited for intended audiences and the cost in time, effort, and mechanical operation involved.

On the whole, leaders in this field were unanimous that the responsibility of assuring present and future generations the opportunity of learning experiences via television could not be sidestepped. It

was a responsibility that must be assumed now and at once.

The stipulation that all educational groups must share the channel reserved in specific areas presented a challenge and an opportunity for all educational institutions to join forces and work hand in hand for a common purpose.

The success story of cooperative thinking and planning in cities all over the United States is yet to be told, but it is one that can be forecast with certainty.

In the Detroit area, 18 institutions became interested in banding together for the purpose of operating channel 56 in the UHF band which was designated for this metropolitan area.

Heads of universities, colleges, libraries, art institutions, and school groups did not delegate this responsibility to others but gave freely of their time at meetings and consultations to insure a solid foundation for the television station that was to be.

**T**ODAY the Detroit Educational Television Foundation is a reality. A board of trustees of leading citizens has promised to direct and guide the management of the station. Programming, engineering and financial committees are at work. It has been decided that three studios approximately five miles apart and joined by microwave would best serve the needs of the community.

Teachers throughout the nation will not be too concerned with the

direct operation of stations, but it is imperative that all contribute ideas for programs or plans for the utilization of the same.

Each station must serve the needs of its local community and it is teachers in every area who know the types of programs that will best promote their objectives. Educators, however, are generally agreed that most excellent telecasts are fruitless if there is no audience. All members of the family must be served. . . . Each need considered. . . . Some programs will appeal to special groups. . . . These may be small in number. . . . Schools must believe that television will instruct delightfully. . . . Adults must also enjoy productions. . . . Some audiences are available only at special hours. . . . Telecasts must be built with this in mind. . . . Writers and producers must be creative in their work. . . . Not be worried about details. . . . Yet cost of research and writing must be faced. . . . Continuous programs will build audiences. . . . All will judge the worth of television by what they see and hear. . . . Programming is their scale of measurement . . . of approval or discontent.

There are many problems that will confront the instructor who desires to use television in the classroom. First there is the matter of equipment. Television sets are costly and the needs of education are many. In some cases antennas will need to be erected on buildings and these will add to the expense. Teachers must be trained

in the use of this new tool and this will take time.

Only continued experimentation will determine the type of telecasts that will be truly effective and in the beginning teachers may not have a wide choice of subject matter. Then, too, educators on the whole who have been accustomed to the printed page will find it difficult to adjust their thinking to a rather new technique of teaching. In some areas, educators have been the last to purchase television receivers for home use, and without the enthusiasm and strong faith of the teacher who is willing to evaluate constantly and at least try out this type of instruction it will fail.

On the other hand, no other group is as rich in resources as are the educators in the schools. The talents of the faculty and student group are inestimable.

In radio the subject matter of many fields could not be presented adequately. Who could understand the beauty of a painting without viewing it? Who could note the glorious design of an art object without seeing it? Who could enjoy the freedom and rhythm of the dance without observing it? Today, through the miracle of television, all this can come to pass. Specialists in all of these arts can demonstrate their talents not only to the privileged few but to a nation of students.

Recent successes like Ding Dong School have awakened new interests in children of nursery age. All over the country programs like Excursion, Omnibus, and See It

Now, to name only a few, have afforded delightful experiences to all within range of the television screen. What tomorrow will bring is only limited by our ingenuity and energy.

**AS** Delta Kappa Gamma members, we have a great opportunity and a great responsibility in the television field. Regardless of our special field of interest, let us acquaint ourselves with what has been done in radio and television in our own area. There are few cities in the United States that have not had some experience in radio education.

Reviewing our work in Detroit, we realize that since the educational station WDTR was opened in 1948, over 62,000 students have observed a broadcast and that approximately 42,000 scripts have been borrowed for use in the classroom.

Our records also show that 46,500 individual teachers have written us evaluating broadcasts and that some 40,000 students have been auditioned for participation in the programs. More than 2,500 students and teachers have attended WDTR radio workshops. Every school has at least one radio receiver. Many have individual sets for classroom use. This is true of many places in our country and a review of the interest in this field

would guide us in the wise use of television.

Members with individual talents might well offer their services for participation. Others who are interested in writing might well turn their hand to this field. It took many years before educational writers joined the radio ranks and let us hope that the same story will not be repeated in the era of television.

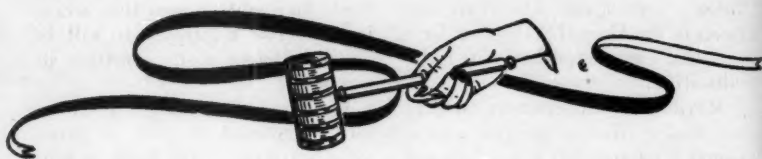
It is not expected that television will be found effective in every field. It is only hoped that where it can serve a purpose it will be given a chance to demonstrate its worth.

We who believe that in a democracy every student must be given an opportunity to rise to the height of which he is capable, must use every avenue of approach that will make individual citizens better informed, and wiser members of the community.

All education is indebted to the national groups such as the National Association of Educational Broadcasters, the Association for Education by Radio together with the Joint Committee on Education and Television for their aid in promoting education by television—we, too, must do our part.

Yes, television is worthy of our consideration and deserves our best efforts to ensure its success in the educational field.

## The President's Page



### A PERSONALITY VITAMIN

**W**E ARE all conscious, these days, of the necessity for feeling our best if we are to get done the mountains of work we seem possessed to undertake. We want to savor life, to get the most out of it, and we recognize the fact that unless we are in good physical condition, life doesn't seem so very wonderful. With poor health, our burdens become intoler-

able and the days ahead unbearable to contemplate; with good health, each day is a challenge and we look forward to a future that is delightfully unpredictable but sure to be interesting.

We have learned that we must get plenty of rest, that we must cultivate the art of relaxation, and that we must eat proper foods. And we have learned, too, the

value of supplementing the normal intake of our bodies with vitamins, that precious stuff which is the essence of life itself. We add vitamins to our diet to give us more energy, to improve our eyesight, to build stamina, and so forth.

Likewise, our personalities, too, need to be fortified, if they are to be equipped to make the most of the relationships which are an integral part of our daily lives. Our modern society is a complex one, with demands which call for the best possible development of each of us.

One of the most potent of the personality vitamins is APPRECIATION—appreciation of the world about us, and of the men and women who inhabit that world. We should take this vitamin in large quantities. We need have no fear of an overdosage; actually, the more we take, the better off we will be.

What happens to us, to our personalities, when we use this vitamin of APPRECIATION?

In the first place, this personality vitamin gives us the positive approach to the world around us which is so essential to success. If it is true that we find what we look for, then, if we seek something good to be admired, to be praised, to be APPRECIATED, good is exactly what we shall find! Criticism and fault-finding is a negative attitude which warps and poisons a personality; appreciation is a force that builds a strong, vibrant being.

Too, appreciation makes for an

out-going personality, one which rushes out to meet everyone and everything in a spirit of warm friendliness. An appreciative person has no time for centering upon self; her attention is drawn to the good qualities and noble deeds of others.

Then, APPRECIATION warms the personality with the affection it has engendered. Love is the most powerful of all emotions; we all know that. To give and to receive love is the greatest privilege of any human soul. It is thrilling, then, to recognize the fact that to show genuine, understanding appreciation for the noble efforts of others is to guarantee one's reward in affection.

True appreciation is based, you see, upon understanding. We need to understand the motive behind another's work before we can truly appreciate its deepest meaning. We need to understand the character and background of another human being before we can be fully appreciative of his contribution. And when that human being knows we understand and appreciate him and what he is trying to do he gives to us that affection which enriches our personality, in turn.

APPRECIATION is one personality vitamin which helps others at the same time it is benefiting us. APPRECIATION is a wonderful tonic for our friends and colleagues. It releases tension with the satisfaction of recognition for work well done, and it serves as a stimulant to achievement on a still higher level. How often during

our lives we are likely to say, "I wish I'd told her how much I appreciated the things she said and did!" But the friend or colleague has passed on, and the words were left unsaid. One man I know expresses it this way: "I'd rather have taffy than epitaph-yl"

This personality vitamin is not expensive in time or effort. A few words that show thoughtful understanding of a helpful deed; a gesture of friendliness that gives recognition to work well done—this is all it costs. What value we can receive—and give—by the generous use of a three-cent stamp!

Our Founders knew the power of appreciation when they provided channels for honor and recognition

to women who have given outstanding service in the field of education by the establishment of our great Society. Delta Kappa Gamma was founded on the premise that appreciation is a powerful factor in stimulating human beings to higher levels of attainment. And Delta Kappa Gamma believes that true appreciation is fundamental to its avowed purpose of providing a genuine spiritual fellowship for women educators throughout the world.

May we prescribe the APPRECIATION vitamin for you? Use liberally—and watch your personality grow in effectiveness!

**J. MARIA PIERCE, President.**



# Literary Boston

CAROLINE J. TROMMER

CITIES, like people, may truthfully proclaim, "I am a part of all that I have met!" The impact of Boston upon people is impressive, but the impact of people upon Boston is equally if not more so. From them the city has derived its rich associations, its traditions, its very culture. The individual, pausing to recapture the mellow charm of its literary atmosphere, becomes identified with the city and reacts now to its vivid, now to its serene aspects.

The Emersons, Delands, Ticknors, or Channings of yesterday hold an assured position. Today we have our Esther Forbes, Edward Weeks—able editor of that aristocrat of magazines, *The Atlantic Monthly*—John Marquand, and

a host of others of various literary stature each of whom is adding to the glories of Old Boston, keeping entrancingly alive the imperishable ideals of olden, golden days. Who shall say which of these who live in or near, write about, or cannot stay away from Boston are to join, or have already, the list of the immortals so temptingly within reach on our bookshelves? If John Marquand, for example, had given us only *The Late George Apley* in which he epitomizes the spirit of an earlier Boston, acclaim would forever bring him "vine leaves." Read his delightful article in the November *Holiday*, in which old and modern Boston merge into an unforgettable picture, and you have cause for gratitude! Louise Hall



Tharp, proud of her Salem ancestry—after all Salem is just next door to Boston—recreates our Horace Mann in so masterly a fashion in her *Until Victory* that every educator, teacher, Bostonian should be thankful. And what of Van Wyck Brooks with his superb books—*The Flowering of New England* and *New England: Indian Summer!* They superbly present the period from 1805 to 1915.

What, then, is Boston's literary aura? An excellent brochure published by Houghton, Mifflin Company, but now, alas, out of print, led the reader from door to door on hallowed streets where important writers had once dwelt. So 50 Chestnut Street seems glorified because Francis Parkman of *The Oregon Trail* lived, wrote, and perhaps suffered those devastating headaches there. At number 10 Beacon street is The Boston Athenaeum, impressive, dignified library, sacrosanct; owned by over a thousand shareholders; boasting as one of its founders the father of Ralph Waldo Emerson. All Bostonians, "proper" or not, are proud of the Athenaeum.

Notables whose ringing words still guide America strode such interesting streets as Beacon, Chestnut, Brimmer, Charles, and Pinckney. As one strolls along today in reminiscent mood, shadowy figures accompany. There is William H. Prescott whose famous histories are valuable still, Julia Ward Howe whose *Battle Hymn of the Republic* sets feet to marching and lips to singing its stirring music, and her

author-nephew, F. Marion Crawford, belonged to Beacon Street. Oliver Wendell Holmes chose #296 as one of his abiding places. He loved water and liked to look over the Charles River. What a man to remember! What a precocious youth to toss that thrilling cry of "Aye, tear her tattered ensign down" to an inflammable public; what a lovable older man to play autocrat so charmingly at the breakfast table and so to render into undying print a simple path on the Common; what a lucky father of an equally magnificent son, Justice Oliver Wendell Holmes, whose masterly speeches of United States Supreme Court decisions are models of expression and law. We owe heartfelt salutes to Catherine Bowen for presenting that family to us in scholarly and fascinating manner.

Many of these writers lived in various places. William Dean Howells lived, for instance, on Beacon Street, Commonwealth Avenue, Louisburg, Square, and in Cambridge. It is said that he wrote much of his *The Undiscovered Country* in a colonial brick house at Lancaster, Massachusetts. In a large square room with a fireplace, white wainscotting, and high on the walls a border, carved in the egg-and-dart motif, he penned that tender romance of young people connected with the Shakers. Undoubtedly he was inspired by the nearby Shaker colony at Harvard then active and vigorous.

Many women left their imprint on the city. In Louisburg Square,

remote and quiet and distinctly "different," once a year the focal point for throngs celebrating Christmas, was the home of Louisa May Alcott—approximately 1885-1888. We are told that, like many lesser lights, she sent her young niece out to play—only *her* yard was the Boston Common! Louisa Alcott died at Louisburg Square, preceded by the father she loved and cared for—Bronson Alcott, educator, dreamer, friend of down-trodden races.

Alice Brown, of Chestnut Street and also of Pinckney Street, wrote delightful interpretations of New England life. Mrs. A. D. T. Whitney of Mt. Vernon Street wrote many and popular juveniles—today they would be called teen-age literature—which were much sought after even in Sunday School libraries. Margaret Deland whose exquisite *Old Chester Tales* are as distinctive as ever and Celia Thaxter whose poems such as "The Sandpiper" are part of the modern primary school repertoire, are associated with the same area.

**T**HE Peabody sisters boarded at a house on Ashburton Place. Elizabeth, the most famous, sister-in-law of Nathaniel Hawthorne and Horace Mann, as everybody knows who has read Mrs. Tharp's *The Peabody Sisters*, was an outstanding lecturer, author, educator. The first kindergarten in the United States was opened by her, in Boston, in 1870.

The city can lovingly claim Abbie Farwell Brown of *The Lone-*

*somest Doll* fame and Lucretia Hale, sister of Edward Everett Hale and creator of the side-splitting Peterkin Papers who wrote humorous stories for the widely-known magazine for young people—*St. Nicholas*. Eleanor H. Porter of Cambridge, our sister city, gave us *Pollyanna* and started the series now carried on by other women authors who caught the Pollyanna torch. That character, by the way, is now a cheerful optimistic mother.

To dwell upon the literary lights of Old Boston is to touch one bell in a cluster—set one ringing and they all ring with varying degrees of insistency. Each plays his own tune. So come to mind the authors whom one has admired, in no chronological order but as the whimsy of the moment conjures: Thomas Baily Aldrich, one-time editor of the *Atlantic Monthly* and author of *The Story of a Bad Boy*; Richard Henry Dana, 2nd, lawyer, writer, and author of *Two Years Before the Mast*; Nathaniel Hawthorne in whose *The Blithedale Romance* is incorporated the spirit of that famous experiment in glorified communism known as "Brook Farm"; Edgar Allan Poe, tragic writer of hauntingly musical words, whose birthplace was at Carver Street and Broadway; Hezekiah Butterworth, prolific writer for juveniles and long associated with the beloved *Youth's Companion*; William Lloyd Garrison, that eloquent voice crying in the wilderness; and Horace Mann of whom Joy Elmer Morgan, writing in the

*NEA Journal* for November 1953, says: "Could the work of Washington and Lincoln have survived had the battles which Horace Mann led and won been lost?"

From neighboring Cambridge blazon the arresting works of Longfellow, James Russell Lowell, and Bliss Perry. Samuel Crothers, George Herbert Palmer and his wife Alice Freeman Palmer, Amy Lowell, A. Lawrence Lowell, Charles William Elliot, and to bring the score even to today, James B. Conant, United States High Commissioner to Germany, were and are authors to respect and honor.

Visitors have loved and in turn been loved by Boston — Harriet Martineau, the center of many a controversy and author of essays, novels, and children's books; William Makepeace Thackeray, and the inimitable Charles Dickens. There is a flourishing Dickensian Fellowship in the city. It perpetuates actively the humor and pathos of that lovable immortal.

There is no end to the men and women of letters deserving mention. The mind pauses in fear and respect at mention of Cotton

Mather, grim, bitter, sincere denouncer of witchcraft, but none the less able writer; it hovers lovingly about the memory of John Eliot, Apostle to the Indians, translator of the Bible and composer of a grammar for them; it lingers nostalgically over William Taylor Adams and his vastly popular *Oliver Optic* stories so dear to boys of long ago. Like boats on a river come swift memories.

A river—the river—the Charles River! It separates Boston from the city of Cambridge. Charles Bernon Tourtellot's stimulating river book, *The Charles*, is well worth reading. Today lovers stroll along the historic stream, children play, students from neighboring Harvard University and the Massachusetts Institute of Technology

are studiously or athletically there engaged. By night the lights of industry and many homes shine bravely, reflected brightly in the liquid mirror with breathtaking beauty. Radiant light, fitting brilliance — heartwarming and scintillating—a jewel-like decoration for the glory that was and still is Literary Boston.





# Europeans are People, Too!

**ELIZABETH WARREN**

**L**ONDON, Edinburgh, Paris, Chartres, Lucerne, Geneva, Venice, Rome, Amsterdam, Brussels, Copenhagen, Stockholm, Oslo, Bergen—all these cities and their respective countries have meant much to me in the past. As a teacher of history, through reading and study, they had become old friends, but after a six-thousand-mile trip through England and the Continent last summer they have taken on new meaning.

The European scene, as described from day to day over the radio and in news reports, has come alive for me. I now understand so much more fully the problems the European people are facing in the rehabilitation of ruined cities, in the uncertainty of unbal-

anced budgets, in low standards of living, in an agricultural economy, handicapped by lack of labor-saving machinery, and, above all, in the genuine fear of another war.

One of the most widespread impressions I got was of the sincere friendliness of the people and their earnest desire to have Americans like them. In turn, too, I noticed the honest effort, on the part of most of the American tourists I met, to respond with a spirit of understanding and friendliness. Surely, in such a mutual relationship, travel can be of real service in bettering human understandings, which, after all, are the only sound basis for international friendship.

Although I have always been an

admirer of the English, I really had to see them in their own island to appreciate what a truly fine, courageous, and mature people they are. Rationing was still on meat, eggs, and sugar, but they generously shared with us liberal portions of these scarce foods. We tried to show our gratitude by eating every bit of the chalky powdered eggs and the sausage filled with tasteless substitutes. Everyone we met in London was charming to us, from the waiters in the hotel to the people in the bus or subway queues who helped us get on the right bus or train. All seemed to want us to have a pleasant time and did everything they could to help us have it.

As we wandered around the bombed district near St. Paul's Cathedral, now neatly cleared up, we tried to imagine what Londoners had gone through in fifteen hundred days of bombing and the loss of eighty thousand lives. Yet, as St. Paul's dome seems to dominate London, the spirit and courage of the British people during those awful days of terror and destruction stand out as a monument to the manner in which a democratic and self-disciplined people met a common danger. We of the free world owe them a debt of gratitude that mere economic aid can never repay!

One of the best ways to get a first-hand glimpse of what the English were thinking, we found, was from those who occupied the train compartments with us. From Edinburgh to York, we had as

traveling companions a minister and his wife who had sent their small son and daughter to the United States, during the height of the bombing, to be with relatives in Columbus, Ohio. They spoke gratefully of that incident, as well as of their own enjoyment of visits here. As our train stopped at York, the minister hastened to help us with our bags, putting them off on the station platform. As they bade us a pleasant journey home, we felt that they, through us, were thanking our country for the safety and well-being of their children during their stay here.

**FROM** York to London, two pleasant middle-aged ladies were our train companions. They commented particularly on how kind the American soldiers stationed in England were during the war and how they shared their food and money with the English families that opened their homes to them. One of the ladies kept remarking, "They were so kind." As we neared London, they too wished us a pleasant journey and seemed to want us to know that they felt we were all kindred spirits, both during the war and today.

On the Continent, too, we found the same friendly feeling for and interest in Americans, expressed in various ways. I recall the owner of a lace shop in Brussels who suddenly shuddered as an airplane went over. She remarked, "You know, I never hear the noise of an airplane motor but I think of the German blitz and all that came

after." She went on, "I have lost four loved ones in the last two wars, and although things are getting back to normal now, I live in constant dread of another war. Do you think that America can save us from it?" I replied that we certainly hoped so, and, although we could not perform miracles, we were working night and day to build our own and the free world's defenses through NATO and economic aid.

**I**N Brussels also, while waiting to change a traveler's check at an exchange office, a handsome man stepped up and engaged us in conversation. He was, he explained, an Egyptian, a trained electrical engineer, and was anxious to come to the United States, but had not been able to get an American citizen to act as his sponsor. He spoke of the great opportunities that he and his family would have here, and when we said we came from Detroit his eager interest almost made us feel that we ought to try to help him ourselves. As he bade us good-bye, we could not help wondering how many other persons were waiting patiently for an opportunity to come to us.

The Dutch people were gracious and friendly, from the moment we entered Holland at Breda, where gaily-costumed girls pinned a marigold on each of us and gave us a pamphlet in English, telling of the seven hundredth anniversary Breda was celebrating, to the moment we left the land of dykes and

windmills near Arnheim, several days later.

Although he showed some reluctance to talk of it, we finally got our Amsterdam guide to tell us of the German occupation. We had seen the devastation in Rotterdam, much in evidence still, although we were encouraged to see a great deal of rebuilding there. The spot in The Hague from which the buzz bombs were sent to England in the last days of the war had been pointed out to us. Also we had noticed the empty shells of buildings on the beach at Schevingen, which the Germans had occupied and blown up upon leaving. Our guide, a newspaperman, told us of how one hundred thousand Jews were taken from Amsterdam during the occupation and never heard from again, and how every Jew that remained was forced to wear a "J" on his sleeve. He told of coming down to his office one morning and finding his best friend, a Jew, gone, without a trace of him ever being found. He took us to the building near our hotel which housed the German headquarters, and pointed to the plaque on its wall honoring the memory of fourteen Hollanders killed by the Germans while defending it. Nearby, in the public square, he showed us an impressive monument to the hundreds of Dutch martyrs, and the colorful flower bed in front, which contained soil from all of the eleven provinces in which they had lived. He went on to tell us how the Germans took all the gold out of



the country and flooded it with worthless currency, how the people were reduced to eating roots of plants and to survive as best they could. Yet, he said today, Holland is getting along very well and is rebuilding rapidly. The floods last year must have been a terrible blow, but, with the indomitable Dutch spirit of determination and courage, I am sure they will push back the sea again, as they have done so often in the past.

It seems incredible that the badly bombed cities of the German Ruhr could be turning out an even greater production of iron and steel than they did before the war. It must be largely due to the greater efficiency of those plants that have been rebuilt. Cologne, however, still stands a monument to the effectiveness of Allied bombing and the awfulness of war. Our hotel was the only building intact for several blocks around. Stark, naked walls, marked off by window holes, dotted the horizon on every side. I shall never forget the feeling that came over me as I walked around the streets near the hotel. I could not help shuddering as I thought of the terrible loss of life that must have occurred during the bombings. Fortunately, in the midst of all this holocaust, the glorious ancient cathedral still remains, in spite of severe damage. Our local German guide hastened to explain that the only reason it suffered at all was the fact that it was next to the railroad station. He said that an American officer had told him that the Allied air-

men had orders to spare the cathedral.

We found the Germans in the Western Zones friendly and pleasant, although I realize that our stay there was not long enough to make us sure whether they were really sincere, or perhaps just being formally polite to the citizens of an occupying nation.

ONE incident, however, does bear relating. I discovered that Mannheim was but a few miles from Heidelberg, one of our stops, and after finishing our shopping one afternoon my traveling companion and I took a trolley over there. For a number of years, a local women's club of which I am a member has been sending CARE packages and Christmas gifts to an orphanage located in Mannheim. I had handled the correspondence, and thus had exchanged letters with Miss Luik, its director. Upon our arrival in Mannheim, we obtained a taxi through the kindly efforts of a fellow passenger, and soon were on our way to the orphanage. We drove several miles through badly bombed areas and finally came to a stop in front of a large square building in what seemed to be a suburb. We entered and asked for Miss Luik. She greeted us cordially, and when I mentioned my name and Ypsilanti, Michigan, she beamed all over and cried out, "Wunderbar—wunderbar." We had arranged for the taxi driver to wait for us, and so we knew we had time for only a short visit. We found the build-

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ing, however, a model of neatness, and simply but efficiently furnished. Miss Luik explained that only recently the last repairs had been made on the roof, which had suffered extensive bomb damage. Some sixty children, from six to sixteen years of age, all war orphans, lived here. Most of them were out playing, but those who were in the building shook hands very politely and solemnly, at Miss Luik's suggestion, with the two visiting Americans. Two of the six-year-old girls even curtsied, much to our delight. My friend and I left Miss Luik and her orphans feeling that our club had been a part of a very practical and fruitful experiment in personal foreign relations with these German children and their director.

We found the Swiss people hospitable and anxious to make our stay, in their beautiful country, pleasant and memorable. In fact, even yet, Lucerne, Montreux, Geneva and the majestic snow-capped Alps all bring back haunting memories of a magnificent setting and a charming people.

Italians, too, were friendly and anxious for us to enjoy their marvelous Roman ruins, their superb art galleries, and beautiful Renaissance buildings. I shall never forget the pride in the maid's voice, in our Florence hotel, as she opened the shutters of our window and beckoned us to look at Casa Dante, the Palazzo Vecchio, and the Bargello, all Florentine treasures she proudly shared with us.

Visits in Venice, Rome, Tivoli, Pompeii, Sorrento, Pisa, and the Isle of Capri also have left indelible memories of a glorious past and a friendly people. One of the most delightful of them was a carriage ride by moonlight in Rome by the Forum, the Baths of Caracalla, the church of Santa Maria Maggiore, the home of Michelangelo, and the lovely illuminated Bernini fountains, and eventually back to our hotel. Our driver seemed to catch our enthusiasm and in his simple Italian pointed out to us the various points of interest, and was delighted when we, in a curious combination of Latin and Italian, asked him a question or seemed to understand his comments.

The only unpleasant incident we encountered in Italy occurred in Florence, when after a long walk beyond the Pitti Palace we came upon a wall with the words on it, "Ridgeway, Peste," evidently a Communist reaction to the germ warfare charges brought against the United Nations last summer.

France, too, welcomed us in a friendly fashion. Our guide, a charming middle-aged woman, in Carcassonne, for example, told us she had been an exchange student at the University of Michigan after World War I, and seemed delighted that some of us were from that state. We did see the phrase, "Americans Go Home," on the walls of a small village on our way to Paris, but those words were more than forgotten as we arrived in that fascinating city on the

Seine, and shortly began to revel in its priceless treasures and unforgettable atmosphere.

**FROM** Paris we flew to Copenhagen, and just before we landed the overcast skies opened up and below us lay the charming Danish countryside of neatly laid-out green fields, red-roofed buildings, winding roads and narrow stretches of blue ocean. Our guide, a jolly, well-fed Dane, took us in hand at once, and during our three-day stay there in the Danish capital we came to understand and appreciate his enthusiasm for his home land.

Each moment we spent in Denmark, whether sight-seeing or shopping, was a real delight. Nearly everyone spoke English, and whether we were enjoying a bounteous smorgasbord luncheon at the National Scala Restaurant, visiting their unique and famous amusement park, Tivoli, their new radio station, or driving through their fine, new apartment house section, we all agreed that the Danes had learned how to live intelligently and well in their neat little country. Concrete pill-boxes and air-raid shelters, as well as memorial cemeteries, still remind you of their recent grim experience with the German occupation, but you feel they are trying to forget and forgive the horrors of those years and are now really beginning again to enjoy the good life they were famous for before the war.

Stockholm we found to be a lovely city, nestling as it does on islands in Lake Malaren. We could

well understand the pride of our Swedish guide in the beautiful, impressive town hall, in hundreds of modern apartment buildings (90 percent of the people of Stockholm live in them), in the fine department stores, and in their unbelievably modern city hospital.

We spent a delightful Saturday afternoon in the apartment of a Swedish music magazine editor and his charming wife. Everyone spoke English and most of the Swedish guests had visited the United States. The conversation was pleasant and friendly, and several of our new Swedish acquaintances joined us in a dinner party at Skansen, their folk museum center, that evening and even went with us the next day out to Drottningholm Palace, where we enjoyed a delightful performance of Handel's opera "Orlando" in a theater built in 1769 by Gustavus III. The costumes of the performers (all from the Royal Opera), the scenery, and even the dress of the orchestra and their instruments were all of eighteenth century vintage.

Time was all too short in this interesting country, and after an overnight train ride we found ourselves in Oslo in time for an amazing smorgasbord breakfast. Here, too, everyone was cordial to us, and we thoroughly enjoyed a boat trip on the Oslo Fjord on that brisk, sunny day in late August, which took us by a picturesque stave church, the buildings in the folk museum which house the "Fram" and "Kon-Tiki" (which we later visited), and ended in front of

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their fine town hall, only recently finished.

That evening we had another thrilling experience after a fine dinner, which included reindeer steak, at the Frognerseteren Restaurant near the Olympic Holmenkollen ski-jump. We were ushered into a large room in which a cheery fire was burning in a huge fireplace, and shortly about ten Norwegian couples arrived in provincial costumes. They entertained us with folk songs and dances, accompanied by a lone fiddler, who lovingly, if stolidly, played all evening without a printed note of music. At intermission time, coffee was served and the dancers came and sat with us. All of them spoke English, and how our tongues flew on every possible subject, from their ideas of America to a solemn discussion of world affairs!

**AS** the program ended and our bus wound its way back to the brilliantly-lighted city below, we all agreed that we had had another memorable experience with a delightful group of Europeans. The stories they told of the German occupation were grim and touching indeed, such as the dangers of working in the underground movement, the "silent" treatment given the German soldiers, the scarcity of food, the sending of the children to Denmark after the war to rebuild their starved bodies, and the great rejoicing when the last German left Norway. At the moment, Norway is an enthusiastic member of NATO and is bending

every effort to do her part to build up her defenses and her economic position.

Our trip to Bergen through the lovely Norwegian Alps to Voss and along the scenic Hardanger Fjord was as spectacular as our travel literature had described it. We quite fell in love with Bergen, with its ancient Hanseatic League buildings on the water-front, the fish market nearby, and Grieg's home, "Trolldhaugen," a few miles from the city. Our guide here was a delightful, hearty woman, with a rare sense of humor and much information—just the sort of an individual to interpret her beloved Bergen to a group of Americans. As we left our bus to board our boat, we each shook hands with her, telling her how much we had enjoyed our short visit in Bergen under her enthusiastic guidance.

Reluctantly we took leave of Bergen and Scandinavia after our delightful ten days in the land of the midnight sun, hoping that some day soon we might return to this beautiful region to meet again these hospitable and intelligent people, who somehow or other seem to have learned how to live with dignity and purpose.

Edinburgh, in late August, was cool and windy, but not even the weather could dull its charm and the marvels of its historical setting, nestling as it does below Arthur's Seat on one side and the Castle on the other. The Music Festival was in progress, and one of the thrills none of us will ever forget was the Tattoo, a military band drill, put

on in the courtyard of the castle. The color of the uniforms, many of them kilts, the strange, yet appealing music of the bagpipes, the precision of the drills, and the illuminated old fortress above us, all made an unforgettable picture in our minds.

Everyone in this staid old Scotch city was in a friendly, holiday mood, from the clerks in the stores to the attendants in the hotel. Through the kindness of a mutual friend in Michigan, we were fortunate enough to be asked to tea in a Scotch home, and in a matter of moments after our arrival we felt as if we had known the family all our lives. Rarely have we ever encountered such genuine hospitality and kindness even among our closest friends.

Another highlight of our Edinburgh visit was the meeting with an English retired teacher with whom I have been corresponding for several years. She and her sister were taking a bus trip into Scotland, and our paths crossed here for a few hours. What a pleasure it was to meet this correspondent in person, who had been thoughtful enough to send me a welcoming letter to the boat when I arrived at Southampton and had

written such interesting letters before I left home, making suggestions about what to see in England, Scotland, and the Continent. My friend and her sister gave us a cordial invitation to visit them in their home in Derbyshire, an invitation which I shall be delighted to accept on my next trip to England.

Today, London, Edinburgh, Paris, Rome, Amsterdam, Brussels, Copenhagen, Stockholm, Oslo and Bergen not only recall to me lovely churches, fine public buildings, famous art galleries, and interesting historic sites, but also a multitude of happy memories of friendly people—memories of individuals who are seeking the same thing we Americans are—a reasonable standard of living, economic security, and a chance to live out our lives in a peaceful world. What the future holds for us all no one knows, but in my mind there is no question but that, if people of good will the world over could have what they desire, we might stand at the threshold of a new era of understanding and brotherhood. Our common task is to make our statesmen, diplomats, and military leaders heed our demands!

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# Annual Report of the National Treasurer

## 1952-1953

### GENERAL REPORT OF RECEIPTS AND DISBURSEMENTS

#### JULY 1, 1952-JUNE 30, 1953

#### Receipts

Balance, July 1, 1952.....		\$ 20,121.50
Initiation Fees.....	\$ 9,057.50	
Dues.....	73,210.38	
Scholarship Fund.....	15,728.79	
Bulletin.....	3,127.05	
Supplies.....	5,376.22	
Interest.....	1,155.24	
Educator's Award Fund.....	1,295.42	
Special Funds (Emergency).....	841.71	
Publications.....	111.67	
Miscellaneous.....	7,037.79	116,941.87

(Includes \$5,000.00 for Treasury Bond redeemed and exchanged for K Bond)

Total..... \$137,063.37

#### Disbursements

1. Bulletin and News.....	\$ 34,671.83
2. Committees.....	4,207.18
3. Conventions.....	10,750.29
4. Headquarters.....	7,753.86
5. President's Office.....	720.00
6. Printing and Supplies.....	6,110.21
7. Salaries Paid.....	10,151.84
8. Special Funds.....	30,447.88
9. Travel.....	3,218.46
10. Miscellaneous.....	9,892.91

Total..... \$117,924.46

Balance, July 1, 1953..... 19,138.91

\$137,063.37

The balance of \$19,138.91 is divided:

Scholarship Fund.....	\$11,362.49
Permanent Fund.....	2,482.42
Emergency Fund.....	2,392.74
Educator's Award Fund.....	1,670.82
Available Fund.....	1,230.44

Total..... \$19,138.91

## BREAKDOWN OF DISBURSEMENTS

*Bulletin and News*

Printing of <i>Bulletin</i> .....	\$20,241.58	
Art Work on <i>Bulletin</i> .....	783.75	
Postage on <i>Bulletin</i> .....	900.00	
Printing of <i>News</i> .....	7,787.06	
Postage on <i>News</i> .....	3,636.00	
Caring for Lists (Address plates for address changes and new members, labor of checking lists, return postage).....	1,323.44	\$34,671.83
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<i>News</i> for June, 1953.....	\$ 859.11	
June lists.....	51.10	
Summer <i>Bulletin</i> .....	6,451.80	
<hr/>		
Paid in July, 1953.....	\$ 7,362.01	

This brings *Bulletin* and *News* cost for 1952-1953 to \$42,033.84.

*Committees*

## For work of 1951-1952:

Educator's Award.....	\$ 38.65	
Foreign Fellowships.....	22.61	
Membership.....	21.96	
Music.....	10.40	
Necrology.....	49.54	
Nominations.....	39.05	
Organization in Foreign Countries.....	65.20	
Pioneer Women.....	53.77	
Publications.....	500.00	
Publicity.....	23.97	
Public Relations.....	36.21	
Rituals.....	48.10	
Selective Recruitment.....	400.00	
Teacher Welfare and Morale.....	567.82	\$ 1,877.28
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For work of 1952-1953:

Membership.....	\$ 21.06	
Program.....	268.32	
Publications.....	416.39	
Teacher Welfare and Morale.....	10.00	715.77**

Administrative Board in November\*..... 1,614.13

Total..... \$ 4,207.18

\* This item is included in committees because the budget had carried "Planning Committee" and the treasurer carried all committee items together.

\*\* In July, 1953 these additional expenditures for committee work of 1952-1953 were made:

Constitution.....	\$ 1.62
Music.....	10.04
Necrology.....	3.00
Pioneer Women.....	12.58
Organization in Foreign Countries.....	78.92
Program.....	392.93
Quota.....	1.80
Research.....	203.83
Selective Recruitment.....	40.92
Service.....	6.00

Total..... \$ 751.64

This brings 1952-1953 committee total to \$1,467.41.

*Conventions*

1952 Convention.....	\$ 5,657.72
1953 Regional Meetings.....	2,418.00
Administrative Board Meeting in June*.....	1,867.01
Regional Directors**.....	807.56

Total..... \$10,750.29

\* The hotel bill of \$218.20 for the Board meeting paid in July, 1953 brings this item to \$2,085.21 and the total cost of "convention" for 1952-1953 to \$4,503.21 or \$503.21 beyond the allotment.

\*\* Additional payments of \$92.44 and \$300.00 in July, 1953, bring the total for Regional Directors to the allotted \$1,200.00.

*Headquarters*

Postage, express, telephone.....	\$ 1,605.89
Salaries paid.....	6,147.97
Total.....	\$ 7,753.86
Salaries withheld: Social Security.....	109.90
Income Tax.....	1,110.15

\$ 1,220.05  
6,147.97

Total..... \$ 7,368.02

This sum does not equal the \$8,000.00 allowed in the budget because one of the three helpers has worked only part time.



*Executive Secretary**Salaries*

Amount paid .....	\$ 5,859.31	
Amount withheld for Social Security .....	55.56	
Amount withheld for Income Tax .....	1,450.80	
Amount withheld for Retirement and invested in E bonds ..	384.34	
Total .....	\$ 7,750.01	

*Treasurer*

Amount paid .....	\$ 4,292.53	
Amount withheld for Social Security .....	58.67	
Amount withheld for Income Tax .....	898.80	
Total .....	\$ 5,250.00	

*Special Funds*

Educator's Award—1952 Award .....	\$ 1,000.00	
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*Permanent Fund*

Equipment .....	\$ 3,081.11	
Fire Insurance .....	64.19	
Rent .....	3,450.00	
Surety Bond .....	150.00	
Purchase of K Bond .....	1,000.00	
Taxes .....	423.74	
Utilities, Janitor .....	1,293.29	9,462.33

*Retirement Fund*

E Bonds .....	\$ 375.00	
Treasury Bond for 1951-1952 Account .....	984.70	
Treasury Bond for 1952-1953 Account .....	982.15	2,341.85

*Scholarship Fund*

Committee .....	\$ 82.71	
Stipends .....	2,500.00	
Surety Bond .....	275.00	
Song Books .....	785.99	
K Bonds .....	14,000.00	17,643.70

Total .....	\$30,447.88	
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(In accord with the suggestion made by the auditor in regard to proper business practice, the members of the Committee on Finance agreed to the procedure of charging a proportionate part of the treasurer's salary to the special funds.)

*Travel*

President .....	\$ 1,631.05	
Executive Secretary .....	1,500.00	
1951-1952 Account .....	87.41	\$ 3,218.46

*Miscellaneous*

## Director of Internal Revenue:

Income Tax withheld.....	\$ 3,409.55	
Social Security withheld and matched.....	465.81	\$ 3,875.36

Bond in exchange for Treasury Bond redeemed.....	5,000.00	
Liability Insurance.....	77.06	
Surety Bond.....	125.00	
Audit.....	75.00	
Flags (this item repaid by states).....	440.56	
Flowers.....	16.15	
Refunds.....	238.78	
W.C.O.T.P. dues.....	25.00	
Community Chest.....	20.00	

Total..... \$ 9,892.91

## CONDITION OF SPECIAL FUNDS

*Scholarship Fund**Receipts:*

Balance in checking account July 1, 1952.....		\$ 14,027.40
Fees.....	\$10,300.20	
Sale of Song Books.....	1,570.95	
Balfour Royalty.....	807.94	
Interest.....	3,049.70	15,728.79

Total..... \$ 29,756.19

*Disbursements:*

Committee.....	\$ 82.71	
Stipends.....	2,500.00	
Surety Bond.....	275.00	
Song Books.....	785.99	
One-seventh of Treasurer's salary.....	750.00	
K Bonds.....	14,000.00	18,393.70

Cash Balance.....	\$ 11,362.49	
Bonds.....	128,000.00	

Total..... \$139,362.49

*Permanent Fund**Receipts:*

Balance July 1, 1952.....		\$ 3,951.98
One-tenth of fees and dues.....	\$ 8,226.78	
Publications.....	111.67	
Sale of Trunks.....	29.32	8,367.77

Total..... \$ 12,319.75

*Disbursements:*

Equipment.....	\$ 3,081.11	
Fire Insurance.....	64.19	
Rent.....	3,450.00	
Surety Bond.....	150.00	
Purchase of K Bond.....	1,000.00	
Taxes.....	423.74	
Utilities, Janitor.....	1,293.29	
Share of Treasurer's Salary.....	375.00	\$ 9,837.33

Cash Balance.....	\$ 2,482.42
Bonds.....	46,000.00

Total.....	\$ 48,482.42
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*Educator's Award Fund*

Balance July 1, 1952.....	\$ 1,375.40
Interest 1952-1953.....	487.50
Balfour Royalty.....	807.92

Total.....	\$ 2,670.82
1952 Award.....	1,000.00

Cash Balance.....	\$ 1,670.82
Bonds.....	19,500.00

Total.....	\$ 21,170.82
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*Emergency Fund*

Balance July 1, 1952.....	\$ 1,580.35
Contributions (1952-1953).....	812.39

Total.....	\$ 2,392.74
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*Retirement Fund*

Maturity Value of E bonds in name of Mary Margaret Stroh.....	\$ 3,275.00
Treasury bonds in Sinking Fund	

2½%.....	9,500.00
3½%.....	500.00

Total.....	\$ 13,275.00
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*They have gone*

*Where there are no shadows, no doubts, no yearnings,*

*Where fellowship is a great reality*

#### **Arizona**

Miss F. Helen McClelland, a member of Epsilon Chapter in Tombstone, Arizona on November 6, 1953.

#### **Arkansas**

Mrs. Elizabeth Osborne Conner of the Lambda Chapter in Gurdon, Arkansas on November 8, 1953.

#### **California**

Miss Florence Mabel Crow, a member of the Epsilon Chapter and a resident of Los Angeles on September 9, 1953.

Miss Helen Summerland Craft on July 6, 1953 in Oakland, California. Miss Craft was a member of Upsilon Chapter and resided in Oakland.

Miss Bess Hardman of Los Angeles, California, a member of Xi Chapter on October 2, 1953.

Mrs. Margaret H. Van Winkle of Xi Chapter on October 19, 1953 in North Hollywood.

Miss Dorothy Mildred Kirkham of Beta Zeta Chapter on August 31, 1953 in Bakersfield.

#### **Colorado**

Dr. Florence Rena Sabin, national honorary member, in Denver, Colorado on October 3, 1953.

Miss Marion Andrew of the Zeta Chapter on August 27, 1953 in Denver.

#### **Florida**

Mrs. Corinne Lewis Robinson of the Gamma Chapter on November 3, 1953 in Terra Ceia.

#### **Georgia**

Miss Lila Ragan Calloway, a member of Epsilon Chapter in Washington, Georgia on November 14, 1953.

Miss Winona Smith Cox of Moultrie, Georgia, a member of Pi Chapter, on May 29, 1953 at her home in Moultrie.

Miss Lula May Morgan, a member of Pi Chapter, on July 30, 1953 in Tifton, Georgia.

#### **Illinois**

Miss Katharine A. Thompson, a member of Theta Chapter, on August 28, 1953 in Macomb.

Miss Lillian Mischler of Springfield, a member of the Lambda Chapter, on August 26, 1953.

Miss Alice Linnea Nyquist of Mu Chapter, in Moline on June 12, 1953.

Miss Mabel Greve of Pi Chapter on November 10, 1953 in Savanna.

Miss Dorothy Goodrich of Psi Chapter on August 31, 1953 in McLeansboro.

Miss Helen A. Kocher of the Alpha Epsilon Chapter in Elgin on September 2, 1953.

#### **Indiana**

Miss Grace Griffith of the Alpha Chapter in Vevay on August 29, 1953 in Indianapolis.

Miss Adah Henrietta Hess of Nu Chapter on June 22, 1953 in Mishawaka.

Miss Bertha Thornburgh of the Alpha Zeta Chapter in Columbia City on September 26, 1953.

#### **Iowa**

Miss Mae Harriett Heathershaw of the Epsilon Chapter in Des Moines on October 3, 1953.

#### **Kansas**

Mrs. Jennie G. Barker of the Beta Chapter in Garden City on June 28, 1953.

Mrs. Marian Hurst of the Beta Chapter in Garden City on August 25, 1953.

#### **Louisiana**

Miss Lillian Olga Fincke of the Delta Chapter in New Orleans on August 28, 1953.

Miss Permelia Norton Stuart of the Delta Chapter of New Orleans on August 13, 1953 in Greenwich, Connecticut.

#### **Maine**

Mrs. Alice L. Brown of Alpha Chapter on August 17, 1953 in Brunswick.

#### **Maryland**

Mrs. Margaret Bennett of Beta Chapter on June 19, 1953 in Salisbury.

#### **Massachusetts**

Miss Margaret T. Broderick of the Delta Chapter, Worcester, on November 16, 1953 in Barre, Massachusetts.

#### **Michigan**

Miss Katherine Gillette, honorary member of Delta Chapter, of Laurium, Michigan on July 31, 1953.

Mrs. Bessie B. Baker of the Eta Chapter in Wayland on August 1, 1953.

#### **Minnesota**

Miss Gratia A. Countryman, state honorary member of Minnesota, in Duluth on July 26, 1953.

Miss Lenore Snodgrass of the Beta Chapter in Duluth on August 12, 1953 in Marshalltown, Iowa.

Mrs. Elizabeth Cockle of the Delta Chapter on July 30, 1953 in Hastings, Nebraska.

Mrs. Myrtle Weber Wiedemann, a member of the Epsilon Chapter on October 28, 1953 in Miami, Fla.

Miss Collette Cassidy of Austin, a member of Theta Chapter on October 17, 1953 in Austin.

Miss Margaret Corbett of the Theta Chapter on date unknown in the summer of 1953 in Duluth.

#### **Missouri**

Miss Lottie Estel Cameron of Rho Chapter on June 16, 1953 in Springfield.

#### **Nebraska**

Mrs. Irene Haskins of Delta Chapter on September 3, 1953 in Council Bluffs, Iowa.

#### **New Mexico**

Miss Marie I. Sena of Beta Chapter on September 13, 1953 in Santa Fe.

#### **New York**

Miss Elizabeth Wyke of Xi Chapter in Endicott on June 20, 1953.

#### **North Dakota**

Mrs. S. Newton Putnam, formerly of New Rockford, North Dakota, state honorary member of North Dakota in Napa, California on June 5, 1953.

Miss Edna Klammer of the Gamma Chapter in Minot, North Dakota on October 5, 1953.

#### **Ohio**

Mrs. Anjolie F. Keegan of Mu Chapter on November 11, 1953 in Youngstown.

Miss Sadie Van Fossan of the Alpha Iota Chapter on August 2, 1953 in Youngtown.

#### **Oklahoma**

Mrs. Margaret Darlow Leitner of Theta Chapter in Okarche, Oklahoma on September 19, 1953.

**Oregon**

Mrs. Stella Nason Ingle, an honorary member of Zeta Chapter on November 15, 1953 in La Grande.

**Pennsylvania**

Dr. Mary C. Cleaver of Saylorsburg, Pennsylvania, a member of Phi Chapter on August 26, 1953 in East Stroudsburg.

**Tennessee**

Miss Clara Bumpous of Beta Chapter in Nashville at some time during the month of November 1952.

Miss Edith Grimes of Beta Chapter in July, 1953 in Nashville.

**Texas**

Mrs. Paul Goldmann of the Alpha Chapter in Austin on August 26, 1953.

Mrs. Kirk Hall of the Epsilon Chapter in Dallas on May 30, 1953.

Miss Helen Frances Girardeau, a member of Omicron Chapter in Galveston on September 19, 1953.

Mrs. Betty Dossey of Psi Chapter on October 2, 1953 in Sherman.

Mrs. Minnie Marsh Jones of Psi Chapter in June, 1953 in Denison.

Miss Agnes Kimbo of the Alpha Gamma Chapter on June 10, 1953 in Cleburne.

Miss Hattie Stallings of Alpha Tau Chapter on May 3, 1953 in Terrell, Texas.

**Vermont**

Miss Delta A. Collins of Hyde Park, Vermont, a state honorary member, on June 28, 1953.

Mrs. Margaret Cook, a state member, on October 7, 1953 in Barre, Vermont.

**West Virginia**

Mrs. Anson Wood, a member of Alpha Chapter, on July 20, 1953 in Huntington.

**Wisconsin**

Miss Maude Staudenmeyer of Delta Chapter in Wauwatosa on August 12, 1953 in Milwaukee.

Miss Hope Gardner of the Eta Chapter on June 15, 1953 in Fond du Lac.

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Your official jeweler guarantees highest quality, complete satisfaction and our sincere desire to please. If you have lost your pin, now is the time to replace it.

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Large size key, 10K gold...	\$5.00
Large size key, 1/10 10K gold filled.....	3.50
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Additional price for pin and safety catch

On large size key, 10K or gold plated.....	1.00
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Official 10K gold ring.....	8.25
Official 14K gold ring.....	10.25
Chapter President bar pin, 10K gold.....	9.00
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